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General Beadle State Teachers College Catalog 1949-1951

Dakota State University

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GENERAL BEADLE STATE TEACHERS COLLEGE

MADISON, SOUTH DAKOTA



GENERAL CATALOG
1949-1950 and 1950-1951

Other South Dakota State Educational Institutions

University of South Dakota	Vermillion
State College of Agriculture and Mechanic Arts	Brookings
School of Mines and Technology	Rapid City
Northern State Teachers College	Aberdeen
Southern State Teachers College	Springfield
Black Hills Teachers College	Spearfish

GENERAL BEADLE STATE TEACHERS COLLEGE

MADISON, SOUTH DAKOTA

A Four-Year Degree Granting Institution

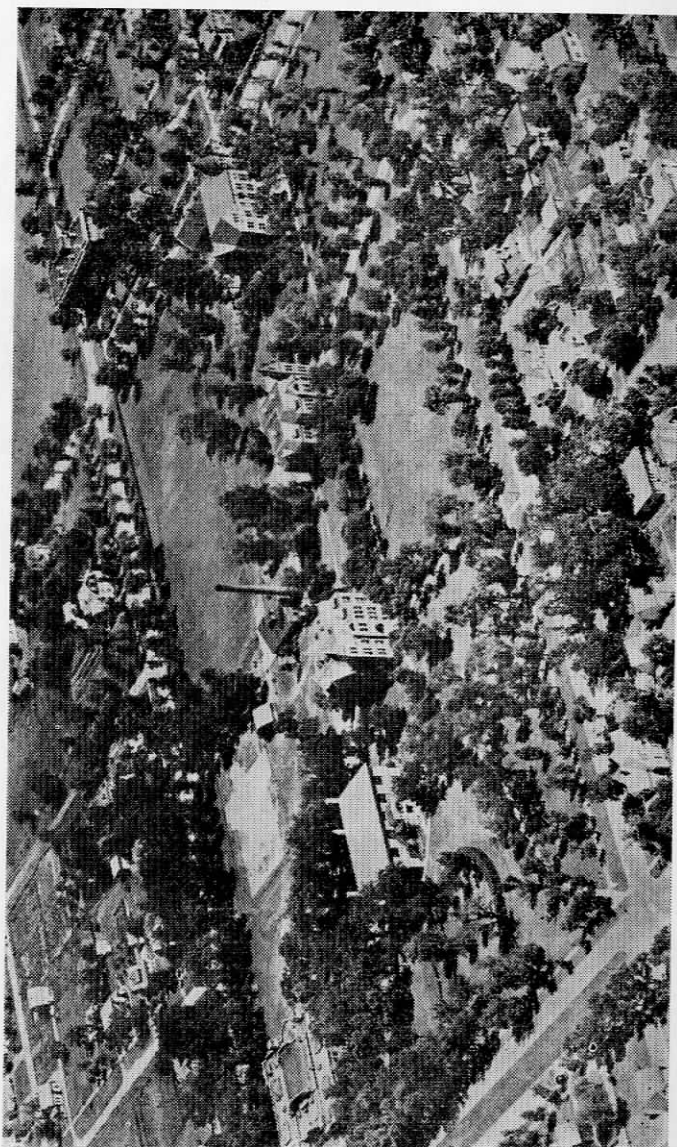
General Beadle State Teachers College is fully accredited as a four-year teacher's college by the American Association of Colleges for Teacher Education. Graduates who have been granted the Degree of Bachelor of Science in Education are approved for admission to the Graduate School of the University of South Dakota

GENERAL CATALOG FOR

1949-1950

1950-1951

July 1, 1949



General Beadle State Teachers College from the air

COLLEGE CALENDAR

1949-1950

FALL QUARTER

September 6 (Tuesday) ----- Registration, Fall Quarter
November 23 (Wednesday) ----- Fall Quarter Ends

WINTER QUARTER

November 28 (Monday) ----- Registration, Winter Quarter
December 16 (Friday Noon) ----- Christmas Recess Begins
January 2 (Monday Noon) ----- Christmas Recess Ends
March 3 (Friday) ----- Winter Quarter Ends

SPRING QUARTER

March 6 (Monday) ----- Registration, Spring Quarter
April 5 (Wednesday Noon) ----- Easter Recess Begins
April 10 (Monday Noon) ----- Easter Recess Ends
May 28 (Sunday) ----- Baccalaureate
May 30 (Tuesday) ----- Memorial Day
June 1 (Thursday) ----- Spring Quarter Ends

FIRST SUMMER SESSION

June 5 (Monday) ----- Registration, First Summer Session
July 4 (Tuesday) ----- Independence Day
July 14 (Friday) ----- First Summer Session Ends

SECOND SUMMER SESSION

July 17 (Monday) ----- Registration, Second Summer Session
August 19 (Saturday) ----- Second Summer Session Ends

1950-1951

FALL QUARTER

September 5 (Tuesday) ----- Registration, Fall Quarter
November 22 (Wednesday) ----- Fall Quarter Ends

WINTER QUARTER

November 27 (Monday) ----- Registration, Winter Quarter
December 22 (Friday Noon) ----- Christmas Recess Begins
January 8 (Monday Noon) ----- Christmas Recess Ends
March 2 (Friday) ----- Winter Quarter Ends

SPRING QUARTER

March 5 (Monday) ----- Registration, Spring Quarter
March 21 (Wednesday Noon) ----- Easter Recess Begins
March 26 (Monday Noon) ----- Easter Recess Ends
May 27 (Sunday) ----- Baccalaureate
May 29 (Tuesday) ----- Spring Quarter Ends

FIRST SUMMER SESSION

June 4 (Monday) ----- Registration, First Summer Session
July 4 (Wednesday) ----- Independence Day
July 13 (Friday) ----- First Summer Session Ends

SECOND SUMMER SESSION

July 16 (Monday) ----- Registration, Second Summer Session
August 18 (Saturday) ----- Second Summer Session Ends

THE BOARD OF REGENTS OF EDUCATION

General Beadle State Teachers College, together with the other state educational institutions of South Dakota, is under the control of a Board of Regents of Education composed of five members who are appointed by the Governor with the confirmation of the state Senate for a term of six years. Control of each institution is largely in the hands of a special committee of the Board. The president and faculty of the institution, working with this special committee, determine the organization policies for it.

MEMBERS

E. Y. Berry	McLaughlin
(Term Expires in 1951)	
Mrs. Lucille H. Dory	Watertown
(Term Expires in 1951)	
Eric Heidepriem	Custer
(Term Expires in 1953)	
Frank Cundill	Isabel
(Term Expires in 1955)	
E. M. Mumford	Howard
(Term Expires in 1955)	

OFFICERS OF THE BOARD

E. M. Mumford	President
E. Y. Berry	Secretary
Clarence E. Buehler	Treasurer Ex-Officio

COMMITTEE FOR GENERAL BEADLE STATE TEACHERS COLLEGE

Eric Heidepriem, Chairman

Mrs. Lucille H. Dory

THE STAFF

1948-1949

V. A. LOWRY, B.S., LL.D.	President
B.S., Purdue University	
Graduate Study, University of Iowa	
LL.D., Dakota Wesleyan University	
WILLIAM P. BULFER, B.S., in Ed., A.M., Physical Education (Men)	
B.S. in Ed., Western Illinois State Teachers College	
A.M., Colorado State College of Education	
W. CORY CHRISTENSON, B.S. in Ed.	Supervisor
B.S. in Ed., General Beadle State Teachers College	
Graduate Study, South Dakota State College; University of South Dakota; Colorado State Teachers College	
WINIFRED CHRISTENSON, B.S.	French
B.S., South Dakota State College	
Graduate Study, University of South Dakota	
ABBIE A. COLE, B.S. in Ed., M.A.	Supervisor
Winona State Teachers College	
B.S. in Ed., M.A., University of Minnesota	
Graduate Study, University of Chicago; University of California	
RALPH A. DOCKEN, B.S. in Ed.	Supervisor
B.S. in Ed., General Beadle State Teachers College	
GENEVIEVE DORNEY, B.S. in Ed., A.M.	Art
B.S. in Ed., Kansas State Teachers College	
Special Study, Chicago School of Applied Art; Kansas City Art Institute; Chappell School of Art	
A.M., Columbia University	
LOIS M. DRAKE, B.S. in Ed., B.J., M.A.	English
B.S. in Ed., Northeast Missouri State Teachers College	
B.J., M.A., University of Missouri	
JUNE EMRY, B.S., A.M., Ph.D.	Social Science
B.S., University of Chicago	
A.M., Columbia University	
Ph.D., University of Oregon	
GLORIA J. GILES	Office Assistant
General Beadle State Teachers College	
GERTRUDE GILL, Ph.B., A.M.	Education
Ph.B., A.M., University of Chicago	
Graduate Study, University of Chicago	
University of California	
RUTH HABEGER, B.S., A.M.	Science and Mathematics
B.S., A.M., University of Nebraska	
Graduate Study, University of Iowa	
Columbia University	

- MRS. E. M. HANSEN ----- Campus School Vocal Music Instructor
Yankton College Conservatory
- SHIRLEY J. HEFNER ----- Office Assistant
General Beadle State Teachers College
- MAY C. HOGAN, A.B., M.A. ----- Elementary Education
A.B., M.A., Colorado College of Education
Graduate Study, University of Chicago
University of Colorado
Columbia University
- MRS. A. M. HOLVICK ----- Office Assistant
Nettleton Commercial College
- AGNES A. KINGSTON, Ph.B., A.M. ----- Social Science
Ph.B., University of Wisconsin
A.M., Columbia University
- S. KENNETH LOTSPEICH, B.F.A., M.A. ----- Music
B.F.A., University of Nebraska
M.A., University of Michigan
Graduate Study, University of Michigan
- GOTTFRIED I. MOLLER, A.B. ----- Science and Mathematic
A.B., Augustana College
Graduate Study, University of Michigan
University of Minnesota
- ALICE M. MONTGOMERY, A.B., A.M. ----- Science and Mathematic
A.B., Northwestern University
A.M., Columbia University
Graduate Study, Northwestern University
University of Chicago
- LENA J. MYERS, A.B., A.M., Ph.D. ----- English
A.B., A.M., University of Illinois
Ph.D., University of Illinois
Graduate Study, Radcliffe College
- BERNICE NELSON, B.S. in Business and Public
Administration ----- Financial Secretary
Kansas Wesleyan University
B.S. in Commerce, University of Missouri
- LAWRENCE N. PEASE, B.S. in Ind. Ed, Industrial Arts and Dean
of Student Affairs
B.S. in Ind. Ed., Bradley Polytechnic Institute
Graduate Study, University of Minnesota
- JUNE POLLOCK, B.S. in Commerce ----- Office Assistant
B.S. in Commerce, University of Iowa
- CYTHA E. RICKHOFF, B.S. in Ed., M.A. ----- Dean of Women
B.S. in Ed., Northeast Missouri State Teachers College
M.A., University of Missouri
Graduate Study, University of Wisconsin
University of Southern California
University of Colorado

- G. W. SCHRANTZ, B.A. ----- Science and Mathematics
B.A., Central Wesleyan College
Graduate Study, University of Missouri
University of Illinois
University of Wisconsin
Ouachita College
Northwestern University
- C. E. SEAR, A.B., A.M. ----- Director, Secondary Education
A.B., Gustavus Adolphus College
A.M., University of South Dakota
Graduate Study, Colorado State College of Education
- MARCELLA SEEMANN, R.N. ----- College Nurse
Northern State Teachers College
Black Hills Teachers College
R.N., University of Minnesota
- JAMES N. SPITZ, A.B., M.A. ----- Speech and Drama
Modesto Junior College
A.B., San Jose State Teachers College
M.A., Western Reserve University
- A. E. SWAN, B.S. in Ed., M.A. ----- Librarian
B.S. in Ed., General Beadle State Teachers College
M.A., University of Minnesota
- P. E. TYRRELL, B.S. in Ed., M.A. ----- Director, Special Services
B.S. in Ed., General Beadle State Teachers College
M.A., University of Minnesota
- LEOTA VAN ORNUM, B.S. in Ed., M.A. Physical Education (Women)
B.S. in Ed., Northern State Teachers College
M.A., Columbia University
Graduate Study, University of Washington
- MRS. HILDRED WASHBURN, B.S. in Ed., M.A. ----- Supervisor
University of California
Washburn University
B.S. in Ed., Kansas State Teachers College
M.A., Columbia University
- R. A. WILLIAMS, A.B., M.A. ----- Psychology and Registrar
George Washington University
A.B., Ellsworth College
M.A., University of South Dakota
Graduate Study, Iowa State College; University of Chicago
- VIOLET H. WITT, B.S. in Commerce, M.A. ----- Commerce
Northern State Teachers College
Gregg School
University of Denver
B.S. in Commerce, University of Minnesota
M.A., Columbia University

BUILDING AND GROUNDS

- MADS WESTERGARD ----- Superintendent

HISTORY

General Beadle State Teachers College—the oldest institution primarily for the preparation of teachers in either of the Dakotas—was established by an act of the Legislative Assembly of the Territory of Dakota on March 5, 1881. Through the efforts of C. B. Kennedy, it was located at Madison, the citizens of the town agreeing to buy and donate to the territory one quarter section of land one mile from the city limits as a building site. Later this site was thought inappropriate, and a twenty-acre lot within the city limits, donated by Mr. Kennedy, was selected.

R. C. McAllister of Madison was instrumental in obtaining from the legislature of 1883 an appropriation for the first building. Work began on the structure in 1884 and in November of that year, after a second appropriation for it had been made, the building was finished. Meanwhile school had begun on December 5, 1883, in the public school building under the direction of C. S. Richardson from Waterville, Maine. The school moved into the new structure on November 2, 1884. On February 4, 1885, this first building was destroyed by fire.

In the following month the citizens of Madison voted to issue bonds to the extent of \$25,000 to rebuild the destroyed structure and to finish a dormitory. West Wing was erected from the proceeds of the sale of these bonds, and it is today one of the main buildings on the campus.

The school grew steadily. In 1889 General W. H. H. Beadle, who later became known as the savior of the School Lands, took over the duties of President. During his far-sighted administration from 1889 to 1905, the school grew in both size and concept and took its place among the leading institutions of the state. After General Beadle grew too old to carry the heavy administrative responsibilities connected with the presidency, he was made Professor of History, in which position he remained until he retired in 1912. His work and influence both as an administrator and as an inspiring instructor are among the most treasured traditions of the College.

Special legislation enacted in January, 1947, brought crowning recognition to this great educator by changing the name of the institution to General Beadle State Teachers College.

General Beadle College has a period of sixty-six years of continuous service to the state in her background. In 1931 the fiftieth anniversary of the founding of the institution was celebrated; in June 1947 the sixty-fourth class was graduated.

The institution takes justifiable pride in its deep tradition and long record of service to the state. Thousands of students have graduated from the several curricula to become successful as teachers and administrators as well as in other fields of endeavor throughout the country.

FUNCTIONS

General Beadle State Teachers College has consistently encouraged students with good health, high native intelligence, qualities of leadership, and a desire to obtain a functional education to avail themselves of the opportunities offered on the campus. The college performs two important functions: (1) The preparation of teachers to serve in the public schools of South Dakota, and (2) the education of young men and women in the General College who wish to obtain the education necessary to enter a specific vocation, to pursue courses in pre-professional education, or to obtain the cultural advantages of special courses offered by the college. High standards of achievement are encouraged and demanded in all fields of the college program.

OBJECTIVES

Laboratory School. Successful teaching demands a thorough knowledge of subject matter combined with the understanding of the child and the best techniques of teaching and management. The laboratory school affords the prospective teacher an opportunity to observe good teaching techniques and to teach under expert supervision and constructive guidance. Opportunities abound to help with play-ground and lunch supervision; to attend Parent-Teacher meetings; to observe teaching in all eight grades and high school; to participate in the extra-curricular activities of the laboratory school; to help with clinics; to learn how to use school materials and equipment and how to take care of physical conditions of the classroom, including school housekeeping; to take part in meetings of teachers; to do professional reading in connection with school work; to direct plays; to stimulate creative work; to learn something of school newspapers and publicity work; to learn to meet parents; and to learn how to make reports.

Each student teacher is assigned to a daily period of teaching ranging from forty-five to sixty minutes. Through meetings, lesson plans, reports, directed case work with children and observation, the student teacher is directed by supervisors in the learning of professional techniques in the teaching of children. Students in the one-year course spend twelve weeks observing, making lesson plans, conferring with supervisors, and teaching. In the two-year course, students give twenty-four weeks to this work. For a degree, thirty-six weeks of student teaching is required.

Admission to the laboratory school is based on character, health, personality, and the ability to do college work as evidenced by the required grade-point average.

The General College. The general college program is designed to satisfy a demand for two years of college work beyond the secondary school level. The purpose is three-fold: (1) To provide preparation in general education for advanced study in a senior college; (2) to provide

a general education for those who for various reasons will not attend college longer than two years; and (3) to prepare the graduate for entering a specific vocation that demands additional education beyond the high school.

The attainment of the second objective implies the completion of a general education as distinguished from the specialization of the senior college. The attainment of the third objective implies provision for vocational education on the semi-professional level. In addition, education in these fields establishes an awareness of the world in which the graduate lives; the acquisition of satisfactory attitudes and a workable philosophy of life; vocational development; and good personal and civic habits.

Students who plan to prepare to enter senior college in another institution for work in such fields as home economics, commerce, engineering, law, medicine, dentistry, and nursing should consult the registrar when enrolling.

The courses in the General College are fully accredited and credits earned may be transferred to other institutions without loss. The student must plan his program of study to conform to the requirements which he intends to meet in the senior college. This is one of the reasons consultations with the college registrar are recommended.

The student should bear in mind that good back-ground in the basic fields of education is essential to build a sound professional education. The courses carried in the General College are designed to give the proper foundation for advanced college work. Combined with the opportunities for participation in a wide variety of well-planned college activities, the program at General Beadle College is unexcelled.

BUILDINGS AND GROUNDS

General Beadle College is centrally located about four blocks north from the business section of Madison on a beautifully landscaped twenty-acre campus.

The six college buildings are of strikingly attractive South Dakota quartzite and brick construction.

At the east boundary of the campus stands the East Hall dormitory, a four-story building with complete and comfortable living facilities for one hundred girls.

East and West Wing are of companion architecture, located in the center of the campus. The two were planned to be connected by a central unit. East Wing houses the administration offices, the library, and the auditorium. West Wing includes classrooms and laboratory facilities for biology, art, and industrial arts.

The Gymnasium offers ample facilities for a well-rounded athletic and physical education program besides housing the chemistry labora-

tory and lecture room. It is conveniently located with reference to the college football field which is situated on the campus.

The Campus Training School was especially designed as a model school for student teaching. Approximately 250 elementary and high school students, transported in modern busses from the Lake Center District, are in daily attendance. The building also provides classroom and physics laboratory space for college classes.

A modern central Heating Plant, housed in an attractive building, is located just back of the center buildings.

Long term landscape planning has produced one of the most beautiful college campuses in South Dakota. An area of particular beauty is the Garden Theater located at the west edge of the campus. Hedges surrounding the amphitheater enclose a stage and seating capacity for a sizeable audience.

Immediately adjacent to the campus is the Community Hospital which works in conjunction with the college health service.

The city of Madison, conveniently located between two lakes, offers unusual off-campus recreational facilities to college students as well as cultural advantages through its many churches and community sponsored activities.

LIVING CONDITIONS

East Hall. East Hall accommodates one hundred girls. There are both single and double rooms. Each room is furnished with the needed furniture for comfortable living; single beds with mattresses, mattress pads and pillows; a dresser, a wardrobe, a table, and chairs. Each girl is expected to furnish bedding, towels, dresser scarf, and curtains.

Large parlors and a reading room on the first floor give space for recreation and relaxation. Girls living in the hall board at the college dining room which is located on the lower floor of East Hall. A laundry on the lower floor is open for the use of the girls. Bedding and towels are washed for the girls in the East Hall laundry.

A room reservation fee of \$2.50 must be deposited with the Financial Secretary of the college before a room can be reserved in the dormitory. This is a breakage fee subject to refund when the room is vacated, provided there has been no property damage.

Notice of cancellation of room reservations must be filed at least two weeks prior to the beginning of a quarter in order to receive refund.

Rooms will be open for occupancy two days prior to registration for the convenience of students who find it necessary to arrive early.

Off Campus. Girls may live in private homes only through special permission from the Dean of Women.

There are a number of homes in the city which have been approved by the Dean of Women where girls may do light-housekeeping. A list of these homes may be had at the Dean's office upon inquiry.

Non-resident girls who live in private homes are under the regulations set forth by the college.

Girls who room off the campus may make arrangements for board in the dining room at East Hall.

Health Service. The health service, under the direction of a full time college nurse, is available to all students at no cost except the health fee paid at the beginning of each term. Every student takes a regularly scheduled physical examination following registration. In the event of illness, each student is entitled to four days hospital ward care in the Madison Community Hospital and one call by a local physician of the student's choice. Each illness, regardless of severity, should be reported to the nurse in order to guard the health of the student and to prevent contagion.

Regular physical education class work is required of all students except those who have constitutional handicaps.

Religious Life. A religious atmosphere is supplied by close cooperation of the institution with the churches of Madison. At the beginning of each year lists of students, with their church affiliations or preferences, are sent to the various pastors in the city. Each church then undertakes to interest and hold its own group. During the first or second week of the fall term each church entertains for its student group and thus establishes contacts. Group and individual conferences are held periodically.

EXPENSES

Regular School Year

Tuition for one 12 week quarter	\$28.00
Incidental fee for one 12 week quarter*	12.25
Board plus tax for one 12 week quarter	98.88
Room for one 12 week quarter	18.00
Voice Lessons** (12 half-hour lessons)	12.00
Piano Lessons** (12 half-hour lessons)	12.00
Other instrument lessons** (12 half-hour lessons)	12.00
Instrument Rental (12 one-hour periods)	2.00
Radio	.50
Late Registration	2.00
(Charged of all students who do not complete their registration within the first week of the term)	
Graduation fees (Four-Year Course)	5.00
Graduation fees (Two-Year Course)	3.00
Graduation fees (One-Year Course)	2.00
Cap and Gown fee (Approximately)	2.50

Books, supplies, etc. may be purchased at the College Bookstore for about \$15.00 per quarter.

*Includes health, laboratory and activity fee.

**A fee of \$1.50 will be charged for one 30-minute lesson for students taking music without credit.

General Summary. The following is an estimate of the cost for a student staying in the dormitory for the regular 9 months year:

Tuition	\$ 84.00
Incidental fee*	36.75
Board plus tax	296.64
Room	54.00
Books, supplies, etc.	45.00
TOTAL	\$516.39

Summer Session

Tuition for one session	20.00
Incidental fee*	11.00
Board plus tax for six weeks	49.44
Room for six weeks	12.00

The Board of Regents of the State of South Dakota reserves the right to change the fees from time to time if necessary.

The payment of fees cannot be deferred. Tuition and fees are payable on the day of registration.

All checks, money orders, etc. should be made payable to General Beadle State Teachers College. Exchange must be paid on all out of town checks, etc. at the regular bank rate.

Deposits

Room Reservation (Returnable)	\$ 2.50
Physical Education (Returnable)	1.00

Refunds

Students withdrawing for good cause before the end of the first week after registration are entitled to have all tuition and fees refunded, less the sum of \$3.00 in each case, which will be retained; students withdrawing later for good cause are entitled to have 90 per cent of all unearned fees and tuition, but no refund will be allowed after the expiration of the first half of the term.

Students withdrawing after having paid room rent in advance are entitled to a refund of 90 per cent of the unearned portion, with the provision that all refunds have the approval of the President of the institution.

Board refunds will be made for absence of one week or more provided the director of the dining room has been notified in advance. In no case will refunds of board be made for absences of less than one week.

*Includes health, laboratory and activity fee.

STUDENT ASSISTANCE

Student Work Program. Work which can be done efficiently by students is reserved for them to help defray expenses and to give valuable work experience. Several of these assistantships, paying from fifteen to twenty dollars per month, are available each year. The work may be in one of the science laboratories, art department, industrial arts shop, offices, library, or bookstore.

A few board jobs are always available in the dormitory but are usually the first ones to be filled. Students desiring this much assistance should make application well in advance of the date they expect to enroll.

There are no jobs on the campus paying for both room and board. Students desiring enough work to cover both of these items must expect to obtain work off the campus.

Unless outstanding ability has been demonstrated, students are not permitted to have two jobs during any one quarter. Student assistants are expected to maintain at least a "C" average in their studies.

Work in Town. Each year local residents supply work opportunities for students. The work varies in size from odd jobs to regular room and board jobs. Every effort is made to keep a list of such work on file and to assign it to students best fitted for it. Many requests for student workers do not come until after college has started; consequently many find work even after enrolling.

How to Apply for Assistance. Requests for application blanks for any of these types of assistance should be addressed to the Dean of Student Affairs, General Beadle State Teachers College. If possible, send a transcript of high school credits with the first letter. It is necessary to have these on file before an application can be considered.

Self-Help. No student, who is totally without funds, should plan to attend college. Enough to pay the first quarter's expenses should be available for a student's use before he registers.

As it is extremely difficult for students who do outside work to make creditable progress in their studies, it is suggested that students who find themselves unable to attend without working to support themselves carry less than a full academic load and complete their courses in summer sessions. No student benefits himself professionally who works so hard on outside duties while in school that he fails to demonstrate what he can do in the class room.

Student Loan Fund. A loan fund, established by former graduates and local organizations, operating under the administration of the Student Loan Corporation provides funds to assist students in completing their college courses.

Students in need may become eligible for a loan, not to exceed fifty dollars, after completion of two quarters of satisfactory work at the

institution. Students desiring loans should contact the Dean of Student Affairs.

Other Loaning Agencies. The Madison branch of the American Association of University Women has a loan fund which is increased in amount each year. The Christine Schultz P. E. O. Memorial Fund is administered as a loan fund under the supervision of a faculty committee.

Scholarships. Each year the Student Loan Corporation may award two scholarships covering tuition for worthy and needy students. These are usually awarded to former students who have completed at least one year of college work on the campus.

The local chapter of P. E. O. awards a \$100.00 scholarship to some outstanding student each year. The A. A. U. W. offers an annual scholarship, the amount of which is determined by a scholarship committee. A fund established by the Kappa Sigma Iota provides one or two scholarships each year as determined by a committee of on-campus members.

STUDENT ORGANIZATIONS

The successful teacher must understand and be able to work with people. She is often called upon to give programs, to manage school papers, to train pupils for public speaking contests, to speak at Parent-Teacher Association meetings, and in other ways contribute to the community life. The college gives prospective teachers an opportunity to participate in organizations and activities which will prepare them to handle similar work in their teaching situations. The activities on the campus are therefore numerous and varied.

Students in the General College participate extensively in activities. It is the opportunity for participation in this type of program which brings distinction to the General College student when he makes his appearance on another college campus or enters his vocation. Every student is given the opportunity to develop leadership ability. The program of student participation in activities, planning of college work, and carrying on the government of the college by the student body tends to develop leadership abilities to the fullest extent.

Student Senate. It is the aim of the Student Senate to promote growth through activity and participation. The deans and the faculty act in an advisory capacity, encouraging the students to use their originality in the planning and execution of their organized group activities. Students are given much freedom in the administration of their affairs.

The Student Senate is composed of a president, vice president, and secretary, elected from the student body. The president is elected in the spring quarter and sits in with the old body for the remainder

of the year to observe the method of handling its affairs. He takes formal office the following term. The presidents of the classes are ex-officio members, and one representative from each of the classes is also a member. The Administration appoints one member from the faculty as an advisor and member of the Senate.

The function of the Senate is to act as intermediary between the students and the Administration in the management of student life on the campus.

Art Club. This is an organization of students who are interested in art activities in both a social and a professional way. At meetings held during the regular school year, sketching and producing puppet shows are most favored by the group.

Dramatics. Opportunity for participation in dramatics is provided, both in the classroom and in the production of numerous one-act plays, skits, and programs during the school year. The Beadle Players is the local dramatics organization to which a student belongs who is a member of the play-production classes or a participant in the dramatics program.

Forensics. In addition to courses in fundamentals of speech, debate, oratory, and modern discussion, the college provides a rich program in extra-curricular speech, both intra-mural and inter-collegiate. Any student is eligible to participate in some form of competitive or non-competitive speech activity. The college is an active member of the South Dakota Intercollegiate Forensic Association, composed of the higher education institutions of the state, which sponsors an annual tournament.

Journalism. The *Eastern*, a monthly newspaper, is published by journalism classes. It gives students experience in working on a publication and helps to unify the student body by giving the news and opinions from every corner of the campus. Students studying journalism gather and write the news, read copy and proof, write headlines, and make up the paper. All of this experience is valuable to them as prospective teachers or newspaper workers.

The Press Club is an organization of students who are interested in journalistic and creative writing. Monthly meetings are held during the regular year at which various types of programs in keeping with the aims and interests of the group are given, and the club aids in the work of publishing the college paper.

Association for Childhood Education. This club is a branch of the national organization. Membership is open to all students taking lower elementary teacher education. The purposes of the organization are to promote the progressive type of education and to raise the standards of the professional education of teachers in the elementary field.

Le Cercle Francais. Students taking French and those who have had two years of high school or college French are members of Le Cercle Francais, which meets once each month, often at the homes of students. The meetings provide opportunity for additional study and use of the French language and for an understanding of French life and letters. Programs include songs, games, plays, special reports, and other activities, conducted in French.

Music Activities. The college supports an A Capella Choir, Men and Women's Choruses, and Band. These groups are open to all interested and credit is granted. In addition to the above special attention is given to small vocal and instrumental ensembles. The music department cooperates with the College and the city of Madison, as well as surrounding communities in offering these groups for programs, recitals and concerts.

Women's Athletic Association. Opportunity is provided in the association for participation in various activities, including field ball, basketball, softball, volleyball, track and field, badminton, archery, and tennis. Intramural tournaments are held in the major team sports. Hikes, picnics, roller-skating, ice-skating, dancing, stunts, table tennis, and other individual activities may be selected.

The W. A. A. alumni breakfast on Homecoming Day, followed by a softball game between the alumni and the members in school, is an annual affair. The organization sponsors an annual Play Night which is greatly enjoyed by the faculty as well as by students.

Awards presented to those who meet the requirements in scholarship, sportsmanship, and activity points are letters and jackets. These awards are made at the annual Parents and Awards Day.

The Varsity Club. Athletes of the college become eligible for membership when they have been awarded the varsity letter. The aims of the organization are to encourage participation in varsity athletics, further true sportsmanship both on and off the field and to promote the best type of social atmosphere. The club is governed by a president, vice president, and a secretary-treasurer. These offices are filled each spring by men who will return to the campus the following fall. Various projects are sponsored by the club, the proceeds of which are used to create an increased interest in athletics.

Alpha Phi Sigma. This is a national honorary scholastic fraternity. Its purpose is to instill within each member a love for learning through association with others who have won high scholastic honors and who will strive continually to maintain them. Persons pursuing education courses are encouraged to develop well-rounded personalities and high standards of morals and ethics. Students who maintain adequate scholarship standards for three successive quarters after they have enrolled are invited to become members.

Kappa Sigma Iota. This is a local honorary scholastic fraternity which chooses its members for their scholastic attainments and the leadership ability they display in college organizations. Its membership is limited to a group selected by the active members of the organization on the campus and by the members of the college faculty. Meetings are held once a month and special reunions are planned for Homecoming and Commencement each year.

Delta Psi Omega. This is a national dramatics fraternity to which members of the local Beadle Players who have excelled in dramatics productions are elected. Its purpose is to foster and increase interest in dramatics. This select group meets regularly and holds several initiations and teas during the year and an annual club breakfast at Commencement.

Association of Women Students. This group was organized in the fall of 1939. All girls who enter the college are members of this organization. Its purpose is to foster good fellowship and a more united feeling between the off-campus and the dormitory girls. A big and little sister plan is sponsored each fall to aid the new student in making her adjustment. Social functions such as receptions, formal dinners, teas, and picnics, are held for all girls during the year.

Other Activities. A committee of students and faculty members has charge of student social affairs and is responsible for arranging the social calendar and maintaining a balanced social program. The aim is to give students an opportunity for social leadership, for relaxation, and for recreation.

TRADITION

Every institution builds about itself customs; as these customs become time-honored, they are known as traditions. Some of these traditions are anniversaries; others are simply established habits of behavior.

Homecoming. One of the long-standing traditions of the institution is the annual Homecoming celebration. On this day, which is set each year on some Saturday in October, as many alumni as can do so return for reunions with classmates. On the preceding Friday night an interesting program of some kind is given which is followed by a pep meeting, bonfire, and snake dance. On the day itself there is a football game, a tea at East Hall, a dance in the Gymnasium at night, and special organization breakfasts, luncheons, and dinners.

Parents' and Awards' Day. This event was inaugurated in the spring of 1940 by the student organizations. On a day in early May the parents of students are asked to spend a day on the campus attending classes, visiting laboratories, hearing and seeing programs arranged by departments of the college, and getting acquainted with students and other parents. It has proved to be one of the happiest days of the school year. At this time awards are presented to all students who have earned recognition in the several activities during the year.

SPECIAL SERVICES

The Placement Bureau. The College maintains a Placement Bureau to serve graduates seeking positions and school boards and superintendents seeking teachers. Graduates may avail themselves of the services of the bureau at any time. The college prepares a placement file for each student being graduated. No charge is made for compiling the initial file which may be used without cost for two years following graduation. A fee of one dollar is charged for re-registration which is used to help meet the expenses of assembling further data and for mailing credentials. Graduates who have contributed to the Student Loan Fund and thereby retained membership in the bureau do not pay the fee for re-registration.

The services of the Placement Bureau are also extended to students completing the two-year course in commerce. Files of credentials which show the qualifications of individuals, are maintained for examination by prospective employers.

Student Procurement. No institution can supply better quality graduates than it obtains as potential candidates for graduation. This service is maintained to obtain young men and young women to enroll for college work. Personal interviews with high school students, guidance and counseling lectures for groups of this type, contacting alumni, superintendents, teachers, school officers, and other interested groups comprise a major portion of the activities carried on throughout the year. The ultimate aim of this activity is to better serve the constituency of the college by making available outstanding graduates who will represent the highest types of citizenship in their fields of endeavor.

The Alumni Bureau. The Bureau is maintained to create interest among alumni in the activities of the college and to make it possible for the college to serve alumni in any manner within its power. Compilation of mailing lists and records, and serving as a clearing house for alumni activities are among the most important services. The Bureau aims to promote the interests of alumni at all times.

Follow-Up-Service. This service is maintained to assist supervisors and teachers in their work. An attempt is made to keep in touch with former students in order that they may be given the professional assistance necessary to insure successful work so far as is possible.

Publicity and Publications. The people of South Dakota, who support the college, should be given the opportunity to judge for themselves as to whether the institution is fulfilling the purposes for which it is intended. The college aims to supply people with information which will assist them in making wise educational choices by having the work of the institution explained to them through various media of publicity.

Speakers Bureau. The college compiles a list of faculty members with subjects on which they are able to deliver lectures for the use of professional and lay organizations. This service aims to supply the

needs for wide distribution of up-to-date professional information. The bureau organizes conferences on special fields in education.

Counseling and Guidance. The division maintains a testing bureau which administers tests to individuals who wish to avail themselves of the service. Modern tests covering all academic fields are available for use. This service is basic to the educational and vocational counseling and guidance programs of the college. Special consideration is given to veterans' counseling and testing.

OPPORTUNITIES FOR VETERANS

The college offers training under the service men's readjustment act described under Title II of Public Law 346 and Public Law 16 which provides for education and vocational training of war veterans.

An advisory service is maintained through which applications for admission to training may be made. Additional assistance on all phases of veterans' benefits is provided through regular visits by representatives of the Veterans Administration.

Veterans will be admitted to the college on the basis of having met the usual entrance requirements, as special students, or upon the results of nationally approved tests administered by the college.

Credit is allowed for some specialized training or education received in the armed forces. The veteran should present evidence of having completed such courses. The credit will be applied to the educational program in the manner best adapted to serve the needs and the desires of the individual. Credit is also allowed for military service in cases in which it is evident that such recognition is merited. For further information concerning veterans' admissions, write The Director of Special Services.

ADMINISTRATION AND ORGANIZATION

ADMISSION. Graduates of four-year accredited high schools are admitted upon presentation of their credentials signed by the superintendent or principal of the school attended. Students who have not had a full high school course should present their cases to the registrar for special consideration.

Students from non-accredited high schools are required by a regulation of the Superintendent of Public Instruction to take an entrance examination.

THE QUARTER SYSTEM. The work of the year is divided into three quarters of twelve weeks each, and a summer quarter of two terms. The first summer term is six weeks in length. By attending classes on Saturday the second term is shortened to five weeks. It is possible for students to enter at the beginning of each quarter or term. All credits toward graduation are counted as "quarter hours." A "quarter hour" is granted for successful completion of a subject scheduled one day a week for twelve weeks.

THE DAILY PROGRAM. The average schedule of classes is sixteen quarters hours per week. A student with such a schedule spends sixteen hours per week in class. Laboratory courses require extra periods. For each non-laboratory class period he is expected to spend two hours in preparation. Students having a "B" average may carry seventeen hours of work; others may carry seventeen hours if one hour is physical education.

NON-REGISTRATION. No student will receive credit for a course unless he is officially registered for it.

CHANGES IN REGISTRATION. During the first two weeks of a quarter, a student finding it necessary to change his registration, may do so by obtaining permission from the registrar. A student is not released from class attendance until the change has been made officially in the registrar's office.

The registrar will notify the instructor when a student has been officially dropped from a class. Until such notification is received, the instructor will assume that the student is a member of the class.

During the regular academic year, no student who is registered will be permitted to enroll for a new course after the second week of the term without the written permission of the instructor concerned and the permission of the registrar. In either term of the summer session no new courses may be elected after the first five days of the term.

All subjects dropped after the first two weeks of the term result in a grade of "F" unless the student is doing passing work in the subject and can give a justifiable reason for dropping the subject.

WITHDRAWAL. Any student who finds it necessary to withdraw from college should make arrangements with the registrar for an official withdrawal. Any student who does not make such an arrangement will be considered unofficially withdrawn and a grade of "F" will be recorded in the courses for which he is registered.

FAILURES MUST BE REMOVED. No student will be graduated with a mark of "F" or "I" in his record except by special permission of the Executive Council.

DELINQUENT BILLS. If a student is delinquent in the payment of any bill due the college, credits will be held up for certification and transfer until the bills are paid or the credits are released by administrative action.

TRANSCRIPTS. Each student is entitled to one transcript of record without charge. Additional transcripts will cost one dollar each.

CLASSIFICATION OF STUDENTS. In the fall quarter students are classified as follows: Those having less than 45 hours of credit are freshmen; those with less than 85 but more than 44 hours are sophomores; those with less than 130 but more than 84 are juniors; those with 130 or more hours are seniors. These requirements increase 15 hours with each quarter of the college year.

STUDENT TEACHING IN SUMMER SESSION. Students must have had experience in teaching or have credit for one term of laboratory teaching in order to enroll in the laboratory school in the summer session.

RESIDENCE REQUIREMENTS. To be eligible for graduation from any curriculum a student must have attended General Beadle State Teachers College a minimum of thirty-six weeks. In the two-year curriculum the last sixteen quarter hours of credit earned must have been taken in residence at this institution; in the four-year curriculum the last thirty hours must have been earned in resident study at this institution.

LATE ENTRANCE. Students entering after the second week of the term will be placed on a reduced schedule. Those entering during the third week of the term will be allowed to carry only 12 hours; those entering during the fourth week, 10 hours; those entering during the fifth week, 8 hours; and no one will be admitted after the first day of the sixth week.

SATISFACTORY WORK. Four grades are used to indicate quality of credits earned. These are: "A", "B", "C", and "D".

UNSATISFACTORY WORK. Grades of "I", "E", or "F" indicate that the work has been unsatisfactory. "I" is given only for work which is incomplete because of excused absences. "E" means a "Condition", and indicates the student must do additional work before receiving a grade carrying credit. The "Condition" and "Incomplete" must be removed during the first term following in which the subject is offered,

and in which the student is in residence or a grade of "F" will be recorded. When the "Condition" is made up, a grade not higher than "D" may be given. "F" is given for work so poorly done that it must be repeated in class in order to yield credit. "W" indicates that the student has officially withdrawn from school before the end of the quarter.

GRADE POINTS: Grade points are counted as follows:

A—3 grade points for each hour of credit.

B—2 grade points for each hour of credit.

C—1 grade point for each hour of credit.

D—0 grade point for each hour of credit.

E—0 grade point for each hour of credit.

F—0 grade point for each hour of credit.

Only those students will be recommended for graduation whose total grade points equal in number the credit hours required for graduation.

In order to be admitted to student teaching, a student must have a grade point average of at least 1.00 on all work taken up to the time of his application for admission to teaching, together with the recommendation of the Director of Teacher Education.

Students taking General College work cannot transfer to a teacher training curriculum if deficient in more than four grade points.

CREDIT FOR PRIVATE LESSONS. Credit for private lessons will be given only if the work is pursued under usual class regulations, and the credit is certified by the instructor.

REPEATING COURSES. Any student who fails the second time to pass a subject must obtain special permission to enroll again in the course.

FAILURE IN WORK. Any student not passing in one-half of his work must petition the Executive Council to register for further work.

ABSENCES FROM CLASS. Enrollment in a course implies responsibility for attending every session of the class; attendance at every session is expected. There is no such thing as an authorized "cut" without penalty in the form of a lower final grade. Unavoidable absences must be cleared through the School Nurse, or the Deans. Persistent absence from any course will be reported to one of the Deans, and may result in summary dismissal.

FINAL EXAMINATIONS. Final examinations are required in all courses, and are usually given at the last meeting of the class in each quarter. During the regular year mid-term grades will be reported for all students. Grades for students doing unsatisfactory work are reported at the end of the fourth and ninth weeks of the quarter. These grades are sent to the Registrar who in turn will refer them to the Deans. Term grades will be sent to the parents if requested.

GRADUATION REQUIREMENTS

REQUIRED ATTENDANCE. To be graduated from any curriculum, the student must have attended this institution a minimum of thirty-six weeks. The last thirty hours of credit for a degree, and the last sixteen hours for the Advanced Diploma must be earned in residence at this institution.

REQUIRED AMOUNT AND QUALITY OF WORK. In any four-year curriculum a student must earn a total of 192 quarter hours of credit of which not more than one-fourth may be earned through approved extension courses. Sixty hours of the 192 must be in the upper division of the college, i.e., in courses numbered 300 or above. A student may not take a course more than one year above or below his classification. Only those students will be recommended for graduation from any curriculum whose total grade points equal in number the credit hours required for graduation.

APPLICATION FOR GRADUATION. All candidates for graduation from any curriculum shall make formal application in writing to the Registrar's office not later than the quarter immediately preceding the quarter in which the student shall complete his work. Application forms are available at the Registrar's office.

THE TEACHER EDUCATION PROGRAM

This program provides for the prospective teacher a broad vision of teaching as a whole and an intelligent understanding of the responsibilities of a professional worker in the public schools.

In addition to giving the needed professional knowledge, techniques, and skills, it provides for as much of a liberal, cultural, and well-rounded general education as can possibly be given in a teacher education course.

THE ONE-YEAR FIRST GRADE CERTIFICATE CURRICULUM. The purpose of this curriculum is to give the prospective teacher, who is interested in the rural school, appropriate differentiation to certain courses which apply especially to teaching in a rural school.

THE TWO-YEAR ADVANCED DIPLOMA COURSE. The purpose of this curriculum is to provide the prospective teacher with a cultural background, preparation, and professional equipment for teaching in elementary grades.

THE FOUR-YEAR CURRICULA LEADING TO THE DEGREE, BACHELOR OF SCIENCE IN EDUCATION. The purpose of these curricula is to permit the prospective teacher to specialize in any major subject-matter field or fields.

TEACHER'S CERTIFICATES

All certificates are issued by the State Department of Public Instruction on recommendation of the College as follows:

(1) The First Grade certificate to those completing the One-Year Rural Course. It is valid for two years and is renewable.

(2) The State General certificate to those completing a Two-Year Teacher Education Course. It is valid for two years in any elementary school, is renewable, and may be endorsed for special levels of work.

(3) The High School General certificate to those completing the Four-Year Curriculum. It is valid for two years, is renewable and may be endorsed for elementary education, and for other majors and minors for teaching in junior and senior high school areas.

THE SUMMER SESSION. General Beadle State Teachers College offers two terms during the summer quarter. Nine quarter hours is the average amount of credit which can be earned during each term.

The summer session offers teachers and students an opportunity to complete curricula and earn additional credits. Each summer an effort is made to enrich the work offered by planning courses which meet the needs of teachers in service. During the first term the Campus Laboratory School is in session, and affords an opportunity for student teaching. A special summer session bulletin is issued each year.

ONE-YEAR CURRICULUM FOR TEACHERS IN RURAL SCHOOLS

Upon recommendation of the college, the Department of Public Instruction issues a First Grade Certificate to those who complete the following course.

Either of the following schedules will aid a student in this course to arrange his program of studies.

Section A

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
Contemporary History - 1	Contemporary History - 1	Contemporary History - 1
Introduct. to Teaching - 4	Training - 4	Industrial Arts - 3
Fundamentals of Speech - 3	Hygiene - 2	Social Studies - 4
Public School Music - 3	Language Arts - 4	Physical Science - 3
Physical Education - 1	Physical Education - 4	Physical Education - 1
Electives - 1 or 2	Methods - 1	Electives - 1 or 2
	Electives - 1 or 2	

Section B

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
Contemporary History - 1	Contemporary History - 1	Contemporary History - 1
Industrial Arts - 3	Introduction to Teaching - 4	Training - 4
Hygiene - 2	Physical Science - 3	Language Arts - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1
Social Studies - 4	Fundamentals of Speech - 3	Methods - 1
Electives - 1 or 2	Electives - 1 or 2	Public School Music - 3
		Electives - 1 or 2

Students should elect Section A or B, at the beginning of the year, and follow that schedule throughout the year.

Physical Education Methods should be elected during the spring term.

Note: A test in Arithmetic will be given all freshmen in the one and two-year curricula. Those who do not pass it will be required to take SM 106 in place of a one-hour elective.

TWO-YEAR CURRICULUM FOR TEACHERS IN THE GRADES

Upon recommendation of the college, the Department of Public Instruction issues a State General Certificate to those who complete the following course.

First Year

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
Contemporary History - 1	Contemporary History - 1	Contemporary History - 1
Language Arts - 4	Industrial Arts - 3	Fundamentals of Speech - 3
Hygiene - 2	Public School Music - 3	Introduction to Teaching - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1
Electives - 5 or 6	Electives - 5 or 6	Electives - 4 or 5

Second Year

Fall	Winter	Spring
Training - 4	Training - 4	Child Literature, or Upper Grade Reading Techniques - 4
Primary Reading Techniques or Upper Grade Children's Literature - 4	American Government - 4	Geography - 4
Physical Science - 3	Principles of Biology - 4	Educational Psychology - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1
Methods - 1	Art (Elective) - 3	Electives - 3 or 4
General Psychology - 4		

Introduction to Teaching should be elected the spring quarter of the freshman year, and the Practice Teaching should be elected fall and winter terms of the sophomore year.

Physical Education Methods is best during the fall of the sophomore year; although it may be pursued to advantage during the winter term of the sophomore year.

Note: A test in Arithmetic will be given all freshmen in the one and two-year courses. Those who do not pass it will be required to take SM 106 in place of a one-hour elective.

THE GENERAL COLLEGE PROGRAM**Pre-Professional Curriculum**

The requirements for the General College curriculum are English Composition, 9 hours; General Psychology, 4 hours; and Physical Education, 3 hours. It is suggested that eight to twelve hours be chosen from each of two divisions, and electives be chosen from other divisions to make a total of ninety-six hours. The selection of electives should be governed by the objectives of the student.

The General College pre-professional program lends itself to three phases of educational treatment: (1) exploration of several fields before selecting a senior college field of specialization; (2) directed study toward a specific professional objective; and (3) study of one or more fields to broaden the basic background of the student with the aim to terminate formal education.

Suggested courses for those who plan to prepare for the following professional fields: Business Administration; Engineering; Law; Medicine; Dentistry, and Pharmacy.

PRE-BUSINESS ADMINISTRATION**First Year**

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
Mathematics or Science - 4	Mathematics or Science - 4	Mathematics or Science - 4
History - 4	History - 4	History - 4
Business Mathematics - 2	American Government - 4	General Psychology - 4
Hygiene - 2	Physical Education - 1	Physical Education - 1

Second Year

Fall	Winter	Spring
Economics - 4	Economics - 4	Sociology - 4
Elementary Accounting - 4	Intermediate Accounting - 4	Advanced Accounting - 4
Advanced Composition - 4	Geography - 4	Electives - 4
Electives - 4	Electives - 4	Electives - 4

It is recommended that students become proficient in shorthand and typewriting.

PRE-ENGINEERING**First Year**

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
Chemistry - 4	Chemistry - 4	Chemistry - 4
Mathematics - 4	Mathematics - 4	Mathematics - 4
Engineering Drawing - 4	Engineering Drawing - 4	General Psychology - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1

Second Year

Fall	Winter	Spring
Physics - 4	Physics - 4	Physics - 4
Chemistry - 4	Chemistry - 4	Chemistry - 4
Mathematics - 4	Mathematics - 4	Mathematics - 4
Electives - 4	Electives - 4	Electives - 4

PRE-LAW**First Year**

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
Foreign Language - 4	Foreign Language - 4	Foreign Language - 4
Fundamentals of Speech - 3	Voice and Diction - 2	Extempore Speaking - 2
Science or Mathematics - 4	Science or Mathematics - 4	Science or Mathematics - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1
Electives - 2	Electives - 3	Electives - 4

Second Year

Fall	Winter	Spring
Literature or History - 4	Literature or History - 4	Literature or History - 4
Foreign Language - 4	Foreign Language - 4	Foreign Language - 4
Economics - 4	Sociology - 4	American Government - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1
General Psychology - 4	Electives - 4	Modern Discussion - 4

PRE-MEDICAL, PRE-DENTAL AND PHARMACY**First Year**

Fall	Winter	Spring
English Composition - 3	English Composition - 3	English Composition - 3
General Chemistry - 4	General Chemistry - 4	Qualitative Analysis - 4
Biology I - 4	Biology II - 4	Biology III - 4
French * - 3-4	French - 3-4	French - 3-4
Physical Education - 1	Physical Education - 1	Physical Education - 1

Second Year

Fall	Winter	Spring
Physics - 4	Physics - 4	Physics - 4
Chemistry - 4	Chemistry - 4	Chemistry - 4
French * - 0-3	French - 0-3	French - 0-3
Mathematics - 4	Mathematics - 4	American Government** - 4
Physical Education - 1	Physical Education - 1	Physical Education - 1
Electives***		

*The Language requirement varies with the amount of high school language completed by the student.

**Pre-medic social science requirement is eight term hours.

***Economics 200, Sociology 210, Comparative Anatomy 312, Physiology 311, General Psychology 200, Vertebrate Zoology 306.

VOCATIONAL CURRICULUM

The two-year Business Education course is the most completely developed of the vocational fields in the General College. The course outlined below illustrates how this particular course is planned in the vocational field.

TWO-YEAR COURSE IN BUSINESS EDUCATION**First Year**

Fall	Winter	Spring
Typewriting ----- 2	Typewriting ----- 2	Typewriting ----- 2
Shorthand ----- 4	Shorthand ----- 4	Shorthand ----- 4
Composition ----- 3	Composition ----- 3	Composition ----- 3
Business Arithmetic ----- 2	American Government ----- 4	Geography ----- 4
General Psychology ----- 4	Physical Education ----- 1	Physical Education ----- 1
Physical Education ----- 1	Electives ----- 1, 2, or 3	Electives ----- 1, 2, or 3

Second Year

Fall	Winter	Spring
Sec. Science ----- 4	Sec. Science ----- 4	Sec. Practice ----- 4
Economics ----- 4	Office Mach. ----- 2	Sociology ----- 4
Cont. History ----- 1	Cont. History ----- 1	Cont. History ----- 1
Fund. of Speech ----- 3	Bus. Law ----- 4	Bus. Corres. ----- 2
Physical Education ----- 1	Inter. Acc't ----- 4	Physical Education ----- 1
El. Acc't ----- 4	Physical Education ----- 1	Electives ----- 1, 2, 3, or 4

FOUR-YEAR CURRICULA**Majors and Minors:**

The specific course requirements for the four-year curricula are indicated in the outlines and explanatory notes of each Division. Each candidate for a degree must complete all required work as outlined, and satisfy all division requirements for one major and two minors, or one composite major and one minor, in addition to the major in Education, the latter being required of all.

A minor consists of not less than 24 hours; a major, of not less than 36 hours; and a composite major, of not less than 56 hours. Divisions may increase the above requirements.

MAJORS

Arts and Crafts	Business Education
Education	History
Health and Physical Education	English
	Music

COMPOSITE MAJORS

Science
History and Social Studies
Science and Mathematics
Business Education and Social Studies
English and Journalism

MINORS

Arts and Crafts	French
Music	Health and Physical Education
Industrial Arts	Biology
English	Chemistry
Journalism	Mathematics
Speech and Dramatics	Business Education
History	Social Studies
	Psychology

Students completing any curriculum are required to take 9 hours of English Composition, 3 hours of Fundamentals of Speech, 3 hours of Contemporary History, and 6 hours of Physical Education.

At the beginning of the sophomore year of a degree curriculum the student should select a major and two minors, or one composite major and one minor, other than Education. These must have the approval of the head of the department in which the major is chosen. The student should build his program around his major and minor, keeping in mind sequence courses and required courses in the fields of Education and his other major and minors.

DIVISION OF FINE AND APPLIED ARTS**Arts and Crafts****CONSTANTS:**

Students of the one-year curriculum are required to take AC 100 and those of the two-year curriculum are required to take AC 100 and an Art elective of three hours.

MINOR:

For a minor in Arts and Crafts, the following courses, in addition to the constants are required:

AC 101 Representation	4 hours
AC 200, and AC 201 or AC 202 Craft and Design	4 hours
AC 206 Design and Color	4 hours
AC 203 Art for the Elementary Grades or	
AC 303 Art for Junior and Senior High School	3 hours
AC 306 Introduction to Painting	4 hours
AC 215 Composition and Illustration	4 hours
One additional course upon recommendation of	
the advisor	2 hours

MAJOR:

For a major in Arts and Crafts, the following courses, in addition to the constants and minor, are required:

AC 401 History of Art	4 hours
AC 403 Teachers' Course in Art	2 hours
Additional courses upon recommendation of	
the advisor	6 hours

DESCRIPTION OF COURSES

AC 100-3 Industrial Art. This general course includes drawing, painting, construction, design, modeling, and appreciation units that are suitable for grades one to eight. (No credit given on minor or major).

AC 101-4 Representation. A study in freehand perspective and composition in still life, landscape, and figure work in black and white and color.

AC 200-2 Craft and Design. Leatherwork and Stenciling.

AC 201-2 Craft and Design. Foot-loom weaving and Block Printing.

AC 202-2 Craft and Design. Clay modeling. This is the modeling, glazing, and firing of pottery clay.

AC 203-3 Art for the Elementary Grades. Problems and materials for grades one to six.

AC 206-4 Design and Color. The study and production of design for commercial and industrial purposes. Work is done in black and white and in color.

AC 215-4 Composition and Illustration. Illustration and poster work done in black and white and in color. Prerequisite, AC 100 or AC 101.

AC 300-2 Art Metal Work. The design and construction of objects in pierced and hammered copper and sterling silver jewelry work are done in this class.

AC 301-4 Art Appreciation. A general appreciation course of art in everyday life with emphasis on American and contemporary art.

AC 303-3 Art for Junior and Senior High School. This class consists of the development of techniques and units required in teaching art in seventh and eighth grades, and high school.

AC 306-4 Introduction to Painting. Oil painting and water color work in still life, landscape, and draped figure. Time is divided equally.

AC 401-4 History of Art. This course follows the development of architecture, sculpture, and painting from ancient to modern times.

AC 403-2 Teachers' Course in Art. Students taking this course will collect and evaluate materials and methods for a program of art throughout the grade and high school.

AC 406-4 Advanced Painting. A continuation of AC 306.

INDUSTRIAL ARTS**MINOR:**

For a minor in Industrial Arts the following courses are required:

IA 101 Woodworking	4 hours
IA 202 Elementary Woodturning	2 hours
IA 206 Woodfinishing	2 hours
IA 110 Engineering Drawing I	4 hours
IA 111 Engineering Drawing II	4 hours
IA 210 Sheet Metal	2 hours
IA 301 Industrial Arts in Education	2 hours
Electives	4 hours

Electives may be chosen from AC 101, AC 200, AC 215, AC 300, AC 401, IA 102, IA 302, and IA 402.

DESCRIPTION OF COURSES

IA 101-4 Woodworking. This is a beginning course in which the proper use and care of the common woodworking tools are stressed. A project suitable for the junior high school is selected, analyzed for learning and operation units, and then constructed according to plans. The course includes the figuring of stock bills and simple woodfinishing processes. (Double period required)

IA 102-4 Advanced Woodworking. This is a more advanced course in which the student is expected to select and construct at least one project suitable for senior high school classes. Enrichment of design is encouraged by urging appropriate use of carving, beading, recessing, caning, or wood-turning. Ample opportunity is afforded the student for learning to adjust and use the woodworking machines. (Double period required). Prerequisite, IA 101 or equivalent.

IA 204-2 Elementary Woodturning. In this course the student is taught the sharpening of woodturning tools, their correct handling for the various cuts used in spindle turning, and the applying of finishes.

IA 205-2 Advanced Woodturning. This course gives practice in turning forms other than plain spindle work; such as: built up or laminated pieces, face-plate work, or rings finished on both sides. Prerequisite, IA 104 or equivalent.

IA 206-2 Woodfinishing. The student is taught to apply several typical finishes on various woods. Outside readings and reports are required, and a note book is kept.

IA 110-4 Engineering Drawing I. This is a beginning course in mechanical drawing with special emphasis on the correct handling of the instruments. It includes geometric construction, free-hand lettering, orthographic sketching, orthographic projection, revolution, sections, and true length. (Double period required).

IA 111-4 Engineering Drawing II. This course includes the intersection of solids; sheet metal drafting, including transition pieces involving triangulation and true lengths; perspective; isometric; the helix and applications; conventional representation of screws, bolts, pipe fittings, etc. Prerequisite, IA 110 or equivalent. (Double period required).

IA 112-4 Engineering Drawing III. Machine drawing, assembly and detail, special representation, moving parts, gears, and cams. Prerequisite, IA 111 or equivalent. (Double period required). (Offered even-numbered years).

IA 120-3 Industrial Arts Shop Work. This course satisfies the three-hour requirement for students taking the advanced diploma course. While including some of the material covered in course IA 101, opportunity is afforded for some basic instruction in the use of mechanical drawing instruments, and for a few general shop experiences involving soldering, repairing or refinishing household equipment, or the construction of simple equipment for physical education classes, etc. (One instruction period and two double periods). No credit for major or minor.

IA 201-4 Architectural Drawing. This is a beginning course in architectural drawing. Plans, elevations, and a sheet of well-executed details of a small residence are required for credit. Prerequisite, IA 110 or equivalent (Double period required). (Offered odd-numbered years).

IA 210-2 Sheet Metal. This course is planned to give the student the necessary fundamental information and the skills necessary to teach soldering and sheet metal work in junior high school classes. No prerequisite, but it is strongly urged that the student take IA 111 preceding this course.

IA 301-2 Industrial Arts in Education. The European background for the manual training movement in the United States; objectives or desirable outcomes of industrial arts; problems of shop teaching and administration.

IA 302-2 Servicing Tools and Machines. This course includes the sharpening of edged tools, boring tools, hand saws, circular saws, jointer knives, etc. Machines, blowtorches, etc. are serviced. No prerequisite.

IA 402-2 Teachers' Course in Industrial Arts. The student is expected to outline one or two courses in industrial arts, and to gather teaching materials for these units selected. Bibliographies on industrial arts subjects are compiled.

MUSIC

CONSTANTS:

All students in the one-year and in the two-year curricula are required to take Mus 100.

MINOR:

For a minor in music, the following courses are required:

Mus 102, Mus 103, Mus 104. Harmony and Ear-Training	9 hours
Mus 105, Mus 106. Instrumental Methods—String and Woodwinds	4 hours
Mus 200 Public School Music—Junior High Methods	3 hours
Mus 205, Mus 206. Instrumental Methods—Brass and Percussion	4 hours
Mus 210 History and Appreciation	2 hours
Mus 230 Applied Music—Piano	3 hours
Electives	3 hours

Credit from group activities may be used to meet elective requirements.

If a student shows proficiency in piano, the 3 hours Applied Music may be taken on any instrument, or in voice.

MAJOR:

For a major in music, the following courses, in addition to the minor are required.

Mus 302, Mus 304, Mus 306. Advanced Harmony and Ear-Training	9 hours
Mus 308 Conducting	2 hours
Mus 310 History and Appreciation, including Form and Analysis	2 hours
Mus 405 High School Music Methods—Instrumental	2 hours
Mus 406 High School Music Methods—Vocal	2 hours
Mus 430 Applied Music	3 hours

A student majoring in music must present a public recital in his senior year.

GROUP ACTIVITIES:

Mus 10, Mus 11, Mus 12 College Choir
Mus 20, Mus 21, Mus 22 College Band

A credit of one-half hour per quarter is given in each, but not more than 3 quarter hours in each division may be used toward graduation.

Music minors and majors will be required to participate in one of the groups at all times. Other ensemble participation will be required without credit.

DESCRIPTION OF COURSES

Mus 100-3 Public School Music. The materials and methods suitable for public school music instruction in the rural and elementary schools, including the basic requirements in the fundamentals of music. No prerequisite. A certification requirement in both the one-year and two-year curricula.

Mus 102, 103, 104-3 Harmony and Ear-Training. Scales, intervals, triads, and dominant seventh chords. Modulation to closely related keys. The ear-training is a supplement to the harmony course including sight-singing, melodic and rhythmic dictation. Two classes of harmony and one class of ear-training will meet each week. Prerequisite, ability to read simple piano music.

Mus 105, 106, 205, 206-2 Instrumental Methods. The study of the fundamentals of playing and teaching the various orchestral instruments and the function of each in the band or orchestra. Materials for class and private study. Practice in transposition and scoring for each instrument and group of instruments. The courses are divided as follows: 105 Strings, 106 Woodwinds, 205 Brass, and 206 Percussion. Students will be required to practice and actually learn to play one instrument of the group during each quarter. Course number 206, instead of transposition will include a study of the repair of instruments. Prerequisite, Mus 102.

Mus 200-3 Public School Music—Junior High Methods. The materials and methods suitable for music instruction in grades six to nine. Vocal and instrumental. Prerequisite, Mus 100.

Mus 210-2 History and Appreciation. A study of the development of music through history, aiming to develop a repertoire of the best music by listening to representative works of the great composers from the classical period to, and including, modern music.

Mus 230-1 Applied Music—Piano—Private Instruction*

Mus 231-1 Applied Music—Voice—Private Instruction*

Mus 232-1 Applied Music—Instrumental—Private Instruction*

*Six practice hours per week in addition to the lesson are required for credit. Practice rooms will be assigned at the convenience of the student. Prerequisite, permission of instructor.

Mus 302, 304, 306-3 Advanced Harmony and Ear-Training. A continuation of Mus 104. Including secondary sevenths, chromatically altered chords, remote modulations. Continued rhythmic and harmonic dictation. Prerequisite, Mus 104.

Mus 307-2 Orchestration and Composition. To teach the principles of arranging music for band, orchestra and chorus and to provide opportunity for original composition. Prerequisites, Mus 206 and Mus 306.

Mus 308-2 Conducting. The study of the techniques of directing instrumental and choral groups. Learning to adapt published works to a particular situation. Prerequisites, Mus 104 and Mus 206.

Mus 310-2 History and Appreciation. A continuation of Mus 210 with stress on the study of music form and its analysis. Prerequisites, Mus 210 and Mus 302.

Mus 405-2 High School Music Methods—Instrumental. Methods and materials for organizing small and large instrumental groups. The function of the junior and senior high instrumental program. Prerequisites, Mus 200 and Mus 206.

Mus 406-2 High School Music Methods—Vocal. Methods and materials for the organization of small and large groups. Developing the vocal program. Prerequisite, permission of instructor.

DIVISION OF EDUCATION AND PSYCHOLOGY

Education

CONSTANTS:

Students in the one-year curriculum are required to take Ed 101, Ed 121, and Ed 131.

Students in the two-year curriculum are required to take Ed 101, Ed 121, Ed 221, Ed 222, Ed 228 or Ed 229, Psy 200, and Psy 202.

MAJOR:

For students who have completed the two-year curriculum, the following are required for a B. S. Degree in Education:

Ed 301 Elementary School Methods or	
Ed 302 Secondary School Methods	4 hours
Ed 310 History and Philosophy of Education	4 hours
Ed 423 Teaching	4 hours

For students who have not completed the two-year course, the following are required for a B. S. Degree in Education:

Ed 102 Fundamentals in Education	4 hours
Psy 200 General Psychology	4 hours
Psy 202 Educational Psychology	4 hours
Psy 300 Child Psychology or	
Psy 302 Adolescent Psychology	4 hours
Ed 301 Elementary School Methods or	
Ed 302 Secondary School Methods	4 hours
Ed 310 Philosophy of Education	4 hours
*Ed 421, Ed 422, Ed 423 Teaching	12 hours

*Note: Eight hours of Teaching shall be in subject matter field in grades or in high school, and if in high school, four hours shall be in major field.

DESCRIPTION OF COURSES

Education

Ed 101-4 Introduction to Teaching. This course deals with methods of instruction, classroom management, and observation in the laboratory schools.

Ed 202-4 Fundamentals in Education. This is a beginning course in Education for students who are candidates for the degree. It is a study of American public schools with reference to their purposes and functions and the everyday problems of the teacher. (Not open to freshmen.)

Ed 121-4 Language Arts. This methods course presents a survey of the problems, techniques, and procedures for teaching reading, language, and spelling in the elementary grades. Before completing the course students are required to pass a test in penmanship and manuscript writing.

Ed 131-4 Teaching. A major course in observation and student teaching for those preparing to teach in the rural schools. Required of all students taking the first grade certificate course. Prerequisite, Ed 101-4.

Ed 202-4 Educational Psychology. (Same as Psychology, Psy 202-4).

Ed 220-2 Story Telling. This is a methods course which gives a background and develops standards for the selection of stories for primary and lower intermediate grades. Students are introduced to suitable stories by present-day writers as well as traditional materials. Simple rules for story-telling are explained and application is made in the classroom and in the laboratory schools. Prerequisite, Ed 121-4.

Ed 221-4 Teaching. A major course in observation and student teaching given in all lines of specialization. Required of all candidates for the advanced diploma. Prerequisite, Ed 101-4.

Ed 222-4 Teaching. A continuation of Ed 221. Required of all candidates for the advanced diploma.

Ed 223- () Teaching. Students who desire specialization in addition to their regular teaching may register for this course in their special fields. Such registration is permitted upon recommendation of the instructor in the special field and approval of the director of training.

Ed 228-4 Primary Reading. Special attention to the problems, techniques, procedures, and materials for teaching primary reading. Prerequisite, Ed 121-4.

Ed 229-4 Upper Grade Reading. Acquaints the student with materials and procedures for teaching reading in the intermediate and upper grades. Prerequisites, Ed 121-4 and Eng 209-4, or concurrent registration.

Ed 300-4 Language in the Elementary School. This course will include a survey of the subject matter of the elementary language course and present methods of teaching children to express themselves in speaking and writing. Students are given opportunities to engage in types of experience and to plan activities suitable for children at the various grade levels. Textbooks, workbooks, visual aids, and other language materials are examined and evaluated. Prerequisites, Ed 121-4 and Eng 209-4.

Ed 301-4 Elementary School Methods. Candidates for the degree who have not taken the education courses outlined for the F. G. C. or the A. D. C. curricula are required to take this course before they take student teaching in the elementary school. This deals with methods of teaching and managing an elementary classroom. Students are given opportunities to observe in the demonstration school and are taught how to plan for teaching.

Ed 302-4 Secondary School Methods. This course deals with the objectives of secondary education, lesson planning, classroom management, and methods of instruction. Students are given the opportunity to observe classroom teaching and demonstration lessons in the secondary school. Prerequisite, Ed 101 or 102. This course is required of all students entering high school teaching.

Ed 303-4 Remedial Reading. Reading programs in both the elementary and secondary fields are considered. Reading deficiencies are analyzed and practical methods and materials are studied. Registration only with the consent of the instructor. This course may be substituted for Ed 229-4 Upper Grade Reading.

Ed 310-4 Philosophy and History of Education. This course deals with the development of educational theories, and ideals to the present time. The work and influence of important educators are considered. Prerequisite, Ed 101 or Ed 102.

Ed 325-2 Directed Observation. Students are given opportunity to observe and evaluate, through conferences with the instructor, teaching procedures exemplified in the laboratory school.

Ed 330-2 Auditory and Visual Education. Audio-visual aids for public schools are examined and evaluated. Emphasis is given to the motivation and enrichment of classroom teaching through these aids.

Ed 331-4 Tests and Educational Measurements. An introduction to measurements in education adapted to meet the needs of elementary and high school teachers. Typical methods of measuring intelligence, achievement, special aptitudes, and personality with emphases on the interpretations and use of tests. Elementary statistical terms and processes. Same as Psy 304. Prerequisite, Psy 220 Junior standing.

Ed 404-4 Problems in Guidance. Purpose of this course is to develop an understanding of some of the basic needs and problems of individuals and how they can be met through guidance. Prerequisite, Ed 101 or Ed 102.

Ed 405-4 Public School Supervision. This course presents sound principles and effective methods for school supervisors with emphasis upon the improvement of teaching. Prerequisite: 1 quarter of student teaching.

Ed 407-4 Curriculum Problems in Elementary Schools. The course deals with current trends in education and their effect upon the elementary school curriculum. Emphasis is placed upon interpreting, evaluating, and adapting the curriculum to the needs of South Dakota children. Prerequisite: Ed 101 or Ed 301.

Ed 408-4 Curriculum Problems in High School. The course includes a study of current trends in secondary education. Curricula of progressive high schools are analyzed with special attention to the needs of South Dakota boys and girls. Prerequisite one of the following Ed 101, Ed 102, Ed 302.

Ed 409-4 Public School Administration. A study of the organization and administrative control of state, county, and city school systems in the United States, involving interpretation of policies, problems and principles of educational administration. Prerequisites, Ed 301 or Ed 302.

Ed 410-2 Current Educational Problems. Purpose of the course is to provide a summary of important recent literature in education with emphasis on evaluation. Prerequisites, two quarters of student teaching.

Ed 421-4 Teaching. A major course in observation and student teaching given in all lines of specialization. Required of all candidates for the degree who have not had Ed 221 and Ed 222. This course is prerequisite to all student teaching at the high school level. Prerequisite, Ed 302-4.

Ed 422-4 Teaching. A continuation of Ed 421. Required of all candidates for a degree who have not had Ed 221 and Ed 222.

Ed 423-4 Teaching. A continuation of Ed 222 or Ed 422.

PSYCHOLOGY

MINOR:

For a minor in psychology, the following courses are required: These courses should be preceded by SM 207, General Biology, or more specialized courses in General Zoology and Botany.

Psy 200 General Psychology	4 hours
Psy 202 Educational Psychology	4 hours
Psy 300 Child Psychology	4 hours
Psy 302 Adolescent Psychology	4 hours
Psy 304 Mental and Educational Measurements	4 hours
Psy Elective	4 hours

DESCRIPTION OF COURSES

Psy 200-4 General Psychology. An introductory course stressing the viewpoint, methods, and material of modern psychology, including a study of the factors determining behavior, and the characteristics and principles of mental activity. Prerequisite to all other courses in psychology.

Psy 202-4 Educational Psychology. Current theories and descriptions of the processes of learning. The basic problems of biological and environmental factors are reviewed and the principles of motivation and learning techniques are emphasized. Prerequisite, Psy 200.

Psy 300-4 Child Psychology. A study of child growth and development with emphases on the physiological and psychological changes and problems which the child may experience before reaching adolescence. Required for the B. S. Degree in Education candidates specializing in the elementary grades. Prerequisite, Psy 200.

Psy 302-4 Psychology of Adolescence. Intellectual, emotional, and social behavior, and the problems of adjustment to society, which accompany and follow the physiological changes of pubescence and early maturity. Required for the B. S. Degree in Education. Prerequisite, Psy 200.

Psy 304-4 Mental and Educational Measurements. An introduction to measurements in education adapted to meet the needs of elementary and high school teachers. Typical methods of measuring intelligence, achievement, special aptitudes, and personality with emphases on the interpretations and use of tests. Elementary statistical terms and processes. Same as Ed 331. Prerequisite, Psy 200, Junior standing.

Psy 306-4 Applied Psychology. A survey of the psychological problems involved in personal adjustment, the selection of employees, personal efficiency, advertising, selling, public opinion, propaganda, and crime. Offered in alternate years. Same as BE 306. Prerequisite, Psy 200.

Psy 400-4 Mental Hygiene. An analysis of the underlying causes of mental and emotional maladjustments and the major forms of deviating behavior. Emphases are placed upon a program of preventive measures and the early recognition and redirection of deviates. Prerequisite, Psy 200.

Psy 402-4 Social Psychology. Social conduct from the standpoint of the individual. The development of principles of group action and social conduct from the fundamentals of individual action. Offered in alternate years. Prerequisite, Psy 200, and Junior standing.

DIVISION OF LANGUAGE AND LITERATURE**ENGLISH LANGUAGE AND LITERATURE****CONSTANTS:**

Students in all curricula are required to take Eng. 110, Eng 111, and Eng 112.

MINOR:

For a minor in English, the following courses, in addition to the constants, are required.

Eng 205, Eng 206, Eng 207 English Literature	12 hours
Eng 212, Eng 213, Eng 214 Ameri. Literature	12 hours
Eng 422 or Eng 423 Shakespeare	4 hours

MAJOR:

For a major in English, the following courses, in addition to the constants and the minor, are required:

Eng 312 English Novel	4 hours
Eng 314 Modern Drama	4 hours
Eng 313 Advanced Composition or	
Eng 414 Creative Writing	4 hours
Recommended, although not required, for the major:	
Eng 324 World Literature	4 hours

COMPOSITE MAJOR IN ENGLISH AND JOURNALISM:

For a composite major in English and Journalism, the following courses, in addition to the English major, are required:

Eng 220, Eng 221, Eng 222 Introduction to Journalism	6 hours
Eng 302 Advanced Newswriting	3 hours
Eng 303 Feature Story Writing	3 hours
Eng 304 Editorial Direction and Problems of the High School Paper	4 hours

DESCRIPTION OF COURSES

Remedial English. Students who fail to pass the English placement test at the beginning of the fall quarter are assigned to special sections and required to attend English 110 without credit for two hours each week in addition to the regular recitation.

Eng 110-3 English Composition. Emphasis is placed upon a review of grammar by employing diagraming and workbook. In written and oral themes elementary mistakes in usage are corrected.

Eng 111-3 English Composition. Rhetorical principles are explained and then practiced in themes and workbooks. Correction of speech

habits is attempted through oral themes. The types and problems of exposition are studied and then applied in frequent short themes and one longer theme which involves making a bibliography, taking notes on cards, and organizing a sentence outline. Prerequisite, Eng 110.

Eng 112-3 English Composition. Creative types of writing such as the informal letter, familiar essay, informal criticism, description of places and people, and narration are studied in selections from contemporary writers and then practiced in oral themes and written themes based on the students' personal experiences. Prerequisite, Eng 111.

Eng 205-4 English Literature (449-1660) One of the two basic courses for all other English courses, the survey course stresses the literature itself, with literary history furnishing the background.

Eng 206-4 English Literature (1660-1798). A continuation of Eng 205, this course is concerned with English literature during the seventeenth and eighteenth centuries.

Eng 207-4 English Literature (1798-1945). A continuation of Eng 206, this course is devoted to the study of English literature of the seventeenth and twentieth centuries.

Eng 209-4 Children's Literature. This is a content course which covers the general field of literature for elementary school children. Required for Ed 222 or Ed 223.

Eng 212-4 American Literature. The poetry and prose of the colonial and revolutionary periods and of the early American romanticists, to Holmes are studied. Emphasis is placed upon the literature itself and upon literary movements rather than upon the history of literature.

Eng 213-4 American Literature. The writings of the later romanticists including Walt Whitman, Melville, and others from Holmes to the early realists are studied as well as the local colorists.

Eng 214-4 American Literature. The new poetry and drama and novels and short stories by the later realists are read, emphasis being placed upon tendencies such as naturalism and regionalism.

Eng 312-4 The English Novel. In reviewing the history of the English novel, important periods, major novelists and their works, and outstanding types are considered. Individual reports are given on novels of different periods.

Eng 313-4 Advanced Composition. All forms of discourse are considered. Readings from contemporary literature illustrating the types are assigned. Projects determined by personal conferences are based on the preference of the individual students.

Eng 314-4 Modern Drama. Taking Ibsen as its starting point, the development of English, Irish, and American drama is traced from 1890 to the present. Some attention is given to Continental parallels.

Eng 322-4 The Literature of Democracy. This course takes up the varied literature of the different sections of America—poetry, essays, fiction, and drama—in the study of the diversified types of people and ways of living that have gone into the making of American democracy.

Eng 323-4 World Literature. A knowledge of the classics of foreign literature alone furnishes the comparative standards requisite for judging English and American Literature. Intensive reading is required in translations of the classics of the Orient, Greece, and Rome, and in the modern fiction and drama of Italy, Spain, France, Germany, Scandinavia, and Russia.

Eng 324-4 Contemporary Poetry. The works of outstanding American and English poets since 1890 are studied in order to teach students to interpret and criticize literature in the making.

Eng 325-4 Creative Writing. The laboratory method is used and students are allowed freedom in the choice of types for composition. Readings, especially in contemporary literature, provide analysis of technique and stimulation.

Eng 422-4 Shakespeare's Sonnets and Comedies. Shakespeare's life is studied and then related to the sonnets. The study of the Elizabethan theatre will provide the background for the plays. The development of his comic method will be followed in a study of the outstanding comedies. Either Eng 422 or Eng 423 will satisfy the requirement for the English major, or minor but both courses should be taken if possible.

Eng 423-4 Shakespeare's Histories and Tragedies. Shakespeare's tragic method will be revealed in a chronological study of the great tragedies. The histories studied will be those that have intrinsic literary value.

Eng. 424-4 Teachers' Course. The subject matter needed for the teaching of secondary school English will be reviewed, materials will be collected and methods especially applicable will be considered.

JOURNALISM

MINOR:

For a minor in journalism, the following courses are required:

Eng 220, Eng 221, Eng 222 Introduction to Journalism	6 hours
Eng 302 Advanced Newswriting	3 hours
Eng 303 Feature Story Writing	3 hours
Eng 304 Editorial Direction and Problems of the High School Paper	4 hours
*Eng 313 Advanced Composition	4 hours
*Eng 414 Creative Writing	4 hours

*See English.

DESCRIPTION OF COURSES

Eng 220-2 Introduction to Journalism. This course gives an introductory view of journalism and an opportunity to practice what is learned by working on the college paper. Eng 220 stresses the newspaper and news writing.

Eng 221-2 Introduction to Journalism. An elementary study of feature stories and the mechanics of publishing a newspaper, such as copy and proofreading and headline-writing, is made.

Eng 222-2 Introduction to Journalism. The study of the journalistic problems introduced in Eng 221 is continued, and a brief study of editorials is made.

Note: Any of the following courses may be taken as one-quarter courses, provided the student can show that he has had a strong course in journalism in high school and that he does not desire to minor in the work. Eng 220, 221, and 222 are required as a basis for the courses in the senior college in all other cases.

Eng 302-3 Advanced Newswriting. Advanced work in the gathering and writing of news. Study of news sources, types, leads, the gathering of information, and the writing. The aims of the senior college courses in journalism are to equip students to manage high school papers as teachers and to give those who wish to enter the profession of journalism a background for further study. Students in journalism courses direct the publication of the college paper.

Eng 303-3 Feature Story Writing. This course continues the work begun in Eng 302 so far as work on the college paper is concerned, and in addition gives intensive work in the writing of feature stories for newspapers and school papers.

Eng 304-4 Editorial Direction and Problems of the High School Paper. A study is made of the functions and writing of editorials, and consideration is given to the problems connected with directing publications of the high school paper and annual which are general rather than technical. The course is open to those who have not had instruction in journalism but are called upon to direct publications in connection with their teaching of English or Commerce, as well as to students minoring in journalism.

SPEECH AND DRAMATICS**MINOR:**

For a minor in speech and dramatics the following courses in addition to Eng 105-3 Fundamentals of Speech, are required. Eng 105-3 is required of graduates in all curricula and is prerequisite to all other courses in speech:

Eng 106 Acting	2 hours
Eng 107 Voice and Diction	2 hours
Eng 108 Extempore Speaking	2 hours
Eng 241 Stagecraft	2 hours
Eng 243 Oratory	2 hours
Eng 314 Modern Drama	4 hours
Eng 340 Play Production	4 hours
Eng 341 Modern Discussion	2 hours
Eng 440 Teacher's Course in Speech	2 hours
Eng 445 Speech Re-education	2 hours

DESCRIPTION OF COURSES

Eng 105-3 Fundamentals of Speech. A first course designed to develop a well-rounded speech personality. Stresses principles of speech, including breath control, bodily action, and voice. Case study and voice recordings are made to assist the individual.

Eng 106-2 Acting. A study of elementary techniques; actual participation in short plays. Prerequisite, Eng 105.

Eng 107-2 Voice and Diction. To develop a clear resonant voice through drills and study of principles of good speech. Individual attention to voice improvement.

Eng 108-2 Extempore Speaking. A study of principles and methods with concentration on actual extemporaneous speeches. Prerequisite, Eng 105.

Eng 240-4 Oral Interpretation of Literature. Techniques in oral reading and vitalizing the printed page. Poetry, drama and prose are studied and interpreted.

Eng 241-2 Stagecraft. Basic principles of scenery construction and design. Construction of model stages; practical stage work.

Eng 242-2 Choral Reading. Application of basic principles of speech to choral speaking. Study and use of materials suitable for various grade levels; methods and techniques of directing verse speaking choir. Prerequisite, Eng 105.

Eng 243-2 Oratory. Preparation and presentation of oratorical address, principles of speech composition, with college oratorical contest participation. Prerequisite, Eng 105.

Eng 340-4 Play Production. Problems of coach studied and analyzed; participation in some capacity in the production of a long play or actual directing of a short play. Making a prompt book. Assigned readings and reports. Prerequisite, Eng 105 and Eng 106.

Eng 341-2 Modern Discussion. Designed to help the student participate in public discussion and debate; a study of the principles and methods of organization and conduct of forums, round tables, and forensic programs. Actual participation in several types common today.

Eng 342-4 Argumentation. Principles of argumentation and debate studied and illustrated; college debate question serves as the basis for intensive study and forensic practice. Prerequisite, Eng 105.

Eng 343-2 Radio Speaking. A course in the speaking techniques necessary for radio work. Special attention to diction, pronunciation, voice control, and microphone techniques. Announcing and actual speaking over the public address system. Prerequisite, Eng 105.

Eng 344-2 Creative Dramatics. Plays, stories, and readings for children studied with actual dramatization the goal. Observation of children's classes.

Eng 440-2 Teacher's Course in Speech. Objectives and development of speech education with particular attention to the speech program in the public schools. The state Course of Study, as well as the various inter-school speech organizations functioning in the state are given consideration.

Eng 445-2 Speech Re-education. Concerned with the causes, diagnoses, and therapies of speech defects. To help the individual with voice and articulatory problems. Diagnostic tests.

MAJOR:

For a major in Physical Education the following courses, in addition to the minor, are required:

Men and Women

From other departments but not included in the major:

Psy 400 Mental Hygiene or Psy 302 Adolescent Psychology	4 hours
SM 311 Human Anatomy and Physiology	4 hours

From the Physical Education Department:

PE 310 History of Physical Education	4 hours
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Women

PE 316 Organization and Administration of Physical Education	4 hours
PE 352 Nutrition	2 hours
PE 427 Problems of Physical Education	2 hours

Men

PE 229 Theory of Football	2 hours
PE 230 Theory of Basketball	2 hours
PE 231 Theory of Track and Baseball	2 hours
PE 433 and PE 434, or PE 435 Coaching Practice	2 hours

(Two quarters only of Coaching Practice are required.)

DESCRIPTION OF COURSES**Men and Women**

PE 110-1 Physical Education Methods. General and specific objectives of physical education and various play theories are considered. Activities including story plays, games, stunts, relays and rhythms are selected for the various age levels and are participated in by the class. Opportunity provided to obtain teaching experience in the physical education classes of the Campus school, and is required of all students in the one-year and the two-year curricula.

PE 203-2 Recreational Leadership. Consideration of the nature and function of recreation, the qualities of the leader, materials and program planning, and problems peculiar to the recreation leader.

PE 206-2 Community Health. A course for the special teacher and supervisor of physical education, dealing with sanitation of school buildings, survey systems, teachers' health, etc.

PE 310-4 History of Physical Education. This course traces evolution of physical education from earliest times to present day. It considers the relation of physical education to general education and to national life and ideals.

PE 315-2 Principles of Physical Education. Basic principles of physical education, and their application to the public school.

PE 316-4 Organization and Administration. A course for physical education teachers and coaches, covering procedures and policies of physical education and athletics.

Women

PE 100-1, PE 101-1, PE 102-1 Physical Education. Required of all freshmen. Gymnasium and outdoor classes in season, natural gymnastics, informal play.

PE 105-2 Hygiene. A course designed to cover the various phases of personal hygiene and health, from the individual aspect, with emphasis on preventive measures.

PE 200-1 PE 201-1, PE 202-1 Physical Education. Required of all sophomores. Continuation of PE 100, PE 101, and PE 102.

PE 205-2 First Aid. Regular Red Cross Standard Course. What to do as well as what not to do until the doctor arrives.

PE 208-1 Social Dancing.

PE 209-1 Folk and Country Dancing.

PE 210-1 Modern Dancing.

PE 220-2 Team Sports Technique. The skills and fundamentals of team games, including soccer, football, volley ball, basketball, and soft ball, study of rules and self-improvement tests, and opportunity given to practice refereeing in sports.

PE 320-2 Individual Sports Technique. Fundamentals and skills of tennis, badminton, and archery. Attention given to rules and the conducting of tournaments.

PE 352-2 Nutrition. The essentials of an adequate diet, the food needs of different ages, and the nutritive values of the common foods with special regard to the relation of such facts to health.

PE 425-2 Teachers' Course in Physical Education. General and specific objectives of physical education and various play theories are considered. Opportunity provided to obtain teaching experience on campus schools.

Men

PE 100-1 PE 101-1, PE 102-1 Physical Education. Required of all freshmen. Gymnasium and outdoor classes in season, natural gymnastics, recreational sports.

PE 105-2 Hygiene. A course designed to cover the various phases of personal hygiene, and health, from the individual aspect, with emphasis on preventive measures.

PE 200-1, PE 201-1, PE 202-1 Physical Education. Required of all sophomores. Continuation of PE 100, PE 101, and PE 102.

PE 207-2 Athletic Training. Lectures, discussions, etc., on first aid and conditioning of athletic teams.

PE 316-4 Organization and Administration. A course for physical education teachers and coaches, covering procedures and policies of physical education and athletics.

PE 425-2 Teachers' Course in Physical Education. General and specific objectives of physical education and various play theories are considered. Opportunity provided to obtain teaching experience on campus schools.

PE 427-2 Problems in Physical Education and Athletics. A reading and discussion course covering current problems in physical education. Special problems may be selected for elementary research.

PE 229-2 Theory of Football.

PE 230-2 Theory of Basketball.

PE 231-2 Theory of Track and Baseball.

PE 433-1, PE 434-1, PE 435-1 Coaching Practice. (Two quarters only, are required.)

Note: All students taking Physical Education are required to deposit \$1.00 with the Financial Secretary at the beginning of the term. The receipt for this deposit is presented to the physical education instructor who will issue a lock and towel, and assign a locker. If the lock and towel are returned at the close of the term, the instructor will give the student a clearance slip. When this slip is presented to the Financial Secretary's office, the \$1.00 deposit will be refunded.

DIVISION OF SCIENCE AND MATHEMATICS**GENERAL SCIENCE**

SM 105-3 Physical Science. This course is designed to meet the needs of rural school teachers and of teachers in the elementary grades who must teach the physical sciences in these grades. Required in the one-year and in the two-year curricula. No prerequisite.

BIOLOGY**CONSTANTS:**

Students of the one-year and two-year curricula are required to take SM 105. To be recommended to teach science above the elementary grades, a student must have credit for at least one year each in Chemistry, Physics, and Biology.

MINOR:

For a minor in Biology the following courses are required:

SM 207 Biology I	4 hours
SM 208 Biology II	4 hours
SM 209 Biology III	4 hours

Electives from the following upon recommendation of advisor—12 hours:

SM 305 Systematic Botany	4 hours
SM 306 Vertebrate Zoology	4 hours
SM 310 Economic Biology	4 hours
SM 311 Physiology	4 hours
SM 312 Comparative Anatomy	4 hours

DESCRIPTION OF COURSES**BIOLOGY**

SM 200-3 Nature Study. A course for rural teachers covering field identification of the most common plants, animals and rocks of this locality. One hour discussion, four hours field work.

SM 207-4 Biology I. An introduction to the principles of biology, including structure, physiology and ecology of plant and animal life. Two hours lecture and discussion, two hours laboratory.

SM 208-4 Biology II. A study of the animal kingdom emphasizing the principles of morphology, physiology, heredity, classification and evolution of animals. Prerequisite, SM 207. Two hours lecture and discussion, two hours laboratory.

SM 209-4 Biology III. The course is a continuation of SM 207, with emphasis on the study of the plant in general; its structure and activities. Prerequisite SM 207. Two hours lecture and discussion, two hours laboratory.

SM 210-2 Bird Study. A study of bird habits and identification of birds in this locality. One hour discussion, two hours field study.

SM 305-4 Systematic Botany. Taxonomy and classification of flowering plants. Particular attention to plants of this locality. Prerequisites, SM 207 and SM 209.

SM 306-4 Vertebrate Zoology. This is a study of the structure, physiology, habits and classification of the higher animals. Prerequisites, SM 207, SM 208. Two hours lecture, two hours laboratory.

SM 310-4 Economic Biology. A study of plants and animals in relation to man and of the principles involved in their control or conservation. Prerequisites, SM 207 and SM 209. Four hours lecture and discussion.

SM 311-4 Human Anatomy and Physiology. This course is a study of the structures and functions of the human body. Four hours lecture and discussion.

SM 312-4 Comparative Anatomy. The anatomy of several representative vertebrates. The shark, necturus and cat are emphasized. Prerequisites SM 207 and SM 208. Two hour lecture, two hours laboratory.

COMPOSITE MAJOR IN THE SCIENCES:

Although a minor is offered in Biology, Chemistry and Mathematics, no minor is offered in Physics, but a composite major requiring fifty-six hours is offered in the sciences, Biology, Chemistry and Physics. Courses required to complete the composite major are as follows:

From the Biology Department:

SM 207, SM 208, 209 Biology ----- 12 hours
Electives ----- 8 hours

From the Chemistry Department:

SM 220, SM 221, SM 222 Chemistry ----- 12 hours
SM 320, SM 321, SM 322 Quantitative
Analysis ----- 12 hours

From the Physics Department:

SM 330, SM 331, SM 332 General Physics ----- 12 hours

COMPOSITE MAJOR IN PHYSICAL SCIENCES AND MATHEMATICS:

A composite major is offered in the physical sciences and mathematics upon the completion of a minimum of fifty-six hours of work. Prerequisites in each division, or area of work, are as follows:

From the Chemistry Department:

SM 220, SM 221, SM 222 Chemistry ----- 12 hours
SM 320 and SM 321 Quantitative Analysis ----- 8 hours

From the Physics Department:

SM 330, SM 331, SM 332 General Physics ----- 12 hours

From the Mathematics Department:

SM 212, SM 213, SM 214 College Algebra
Trigonometry Analytic Geometry --- 12 hours
SM 315, SM 316 Differential Calculus
Integral Calculus ----- 8 hours
Electives, Chemistry or Mathematics ----- 4 hours

CHEMISTRY

MINOR:

For a minor in Chemistry the following courses are required:

SM 220, SM 221 General Chemistry ----- 8 hours
SM 222 Qualitative Analysis ----- 4 hours
SM 320, SM 321, SM 322 Quantitative Analysis .12 hours

DESCRIPTION OF COURSES

SM 220-4 General Chemistry. An introduction to the science of chemistry. The course begins with a typical study of a few elements, both metal and non-metal. It continues with elements and compounds. Much emphasis is placed on the principles involved in chemical reactions.

SM 221-4 General Chemistry. The course is a continuation of course SM 220. The periodic arrangement of the elements are studied; also the structure of atoms and molecules. This is followed by a consideration of the chemistry of families of both the common metallic and non-metallic elements. Prerequisite, SM 220.

SM 222-4 Qualitative Analysis. This is a study of the methods used in the separation and identification of metallic ions and also non-metallic ions. The chemical principles involved in these separations and identifications are thoroughly studied. The student is required to work out a number of unknown substances. Prerequisite, SM 221.

SM 320-4 Quantitative Analysis. The general principles of volumetric analysis. The student is required to prepare his own standard solutions with which to determine the samples submitted for analysis. Prerequisite, SM 222.

SM 321-4 Quantitative Analysis. The general principles of gravimetric analysis. It includes the determination of samples by various precipitation methods. Several metals are determined by electrolysis. Special work is given to those who desire it. Prerequisite, SM 320.

SM 322-4 Quantitative Analysis. The student is required to make a systematic analysis of several substances, depending upon his interests. These substances may be water, soil, brass, iron ore, etc. Prerequisite, SM 321.

PHYSICS**DESCRIPTION OF COURSES**

SM 330-4 General Physics. This course is a study of the composition and resolution of vector quantities, statics, kinetics, hydrostatics, elasticity, and molecular phenomena, including surface tension, etc. Prerequisite, SM 212.

SM 331-4 General Physics. This course is a study of heat, magnetism, and electricity, and includes the conventional subject matter of these subjects. Prerequisite, SM 330.

SM 332-4 General Physics. This course includes the conventional subject matter of sound and light and an introduction to the theories and problems of modern physics. Prerequisite, SM 331.

MATHEMATICS

Students in the one-year and two-year curricula are required to pass a preliminary Arithmetic test. Those who do not pass must take SM 106. This will not apply toward a minor in Mathematics.

MINOR:

For a minor in Mathematics the following courses are required:

SM 212 College Algebra	4 hours
SM 213 Trigonometry	4 hours
SM 214 Analytic Geometry	4 hours
SM 315 Differential Calculus	4 hours
SM 316 Integral Calculus	4 hours
SM 318 Mathematics of Finance	4 hours
SM 425 Teachers' Course in Mathematics	2 hours

DESCRIPTION OF COURSES

SM 106-1 Arithmetic. This course is required of all freshmen who take Teacher Education and do not pass the preliminary arithmetic test.

SM 111-4 College Algebra. A course for students who have credit for only one year of high school Algebra. A review of fundamental operations with algebraic quantities; the solution of equations in one or more variables; graphs of functions; exponents and radicals; quadratics. Not included in minor.

SM 212-4 College Algebra. A review of quadratic equations and a study of ratio, proportion, variation, progressions, binomial theorem, theory of equations, logarithms, probability, and the mathematics of finance. Prerequisite, three semesters of high school Algebra or SM 111.

SM 213-4 Trigonometry. Definition of the trigonometric functions with relations between them; the formulas for the sum and difference of the functions; the functions of multiple problems, including elementary surveying. Prerequisite, SM 212.

SM 214-4 Analytic Geometry. A study of coordinates, including distance and ratio formulas, the straight line and the conic sections; translation and rotation of axes; and a few of the higher plane curves. Prerequisite, SM 213.

SM 315-4 Differential Calculus. A study of the rules for differentiating the various standard forms; successive differentiation; interpretation of the first and second derivatives; and the application to practical problems, including maximum, minimum, and rates of change. Prerequisite, SM 214.

SM 316-4 Integral Calculus. Covers the standard forms for integration; the calculation of areas; length of curves; volumes; moments of inertia; centers of gravity; series; and expansion functions. Prerequisite, SM 315.

SM 318-4 Mathematics of Finance. A study of simple and compound interest, annuities, amortization, sinking funds, bond valuation, capitalization, depreciation, and life insurance. Prerequisite, SM 212. Same as BE 318.

SM 425-2 Teachers' Course in Mathematics. Designed for teachers of secondary school mathematics. Course content, teaching, and testing in algebra, plane and solid geometry, and trigonometry. Composed of readings, lectures, reports, and demonstrations. Offered in alternate years.

DIVISION OF SOCIAL STUDIES AND BUSINESS EDUCATION

BUSINESS EDUCATION

MINOR:

For a minor in Business Education the following courses are required: From other departments, required, but not included in minor or major:

Principles of Economics	4 hours
Principles of Sociology	4 hours
Principles of Biology	4 hours
General Psychology	4 hours

From Business Education department:

BE 150, 151, 152 or BE 250, 251, 251 Typewriting	6 hours
BE 240 Business Mathematics	2 hours
BE 260, 261, 262 Shorthand	12 hours
BE 270 and BE 271 Accounting	8 hours

Upon recommendation of advisor, the following may be substituted for BE 260, 261, 262 Shorthand:

BE 360 and BE 361 Secretarial Science	8 hours
BE 362 Advanced Dictation	4 hours

MAJOR:

For a major in Business Education the following is required in addition to the minor:

ED 466 Teachers' Course in Business Education	2 hours
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Eight electives are to be chosen from the following upon the advice of the advisor:

BE 375 Advanced Accounting	4 hours
BE 320 Business Law	4 hours
BE 250, 251, 252 Advanced Typewriting	6 hours
BE 280 Business Organizations	4 hours
BE 318 Mathematics of Finance	4 hours
BE 306 Applied Psychology	4 hours
BE 365 Secretarial Practice	4 hours
BE 380 Office Machines	2 hours

COMPOSITE MAJOR

Business-Social Studies

Business	24 hours
Accounting	12 hours
Business Law	4 hours
Mathematics of Finance	4 hours
Business Organizations	4 hours
Social Studies	24 hours
Business or Social Studies Elective	8 hours
	56 hours

DESCRIPTION OF COURSES

BE 150-2 Typewriting. Includes typewriting of various types of business letters, with special attention given to form, arrangement, and style. Open to beginning students.

BE 151-2 Typewriting. A continuation of BE 150, with emphasis on increased speed and accuracy.

BE 152-2 Typewriting. Continuation of BE 151, with special work on tabulation and typing from rough drafts. Minimum speed requirement: forty-five words per minute.

BE 220-2 Business Correspondence. A study of the business letter in its modern form with practice in writing the various types.

BE 240-2 Business Arithmetic. This course deals with the application of mathematics to business. Special attention is given to interest, bank discount, averaging account balances, insurance, investments, and graphical presentation of data.

BE 250-2 Advanced Typewriting. A course in the development of superior skill in typewriting. Includes setting up all forms of letters and dictation directly to the machine. Prerequisite, BE 152 or typewriting in high school.

BE 251-2 Advanced Typewriting. Remedial training to attain the highest speed with accuracy. Special drill in numbers with emphasis on statistical typing. Prerequisite, BE 250 or equivalent.

BE 252-2 Advanced Typewriting. Special work in legal typewriting. Business papers, reports, and rough drafts from actual office procedures will be given. Prerequisite, BE 251 or equivalent.

BE 260-4 Shorthand. Fundamentals of Gregg Shorthand. Reading and writing ability stressed.

BE 261-4 Shorthand. Introduction to dictation and transcription.

BE 262-4 Shorthand. Dictation and transcription speeds are increased.

BE 270-4 Elementary Accounting. Fundamental accounting principles include journalizing, posting, the trial balance, the working sheet, financial statements for the fiscal period. Prerequisite, BE 240 or consent of advisor.

BE 271-4 Intermediate Accounting. A continuation of accounting principles with reference to partnership and corporations and records for these types of organizations. Prerequisite, BE 270.

BE 280-4 Business Organizations. A study of business structures and management showing the historical growth of the various forms of business organizations and their social implications.

BE 306-4 Applied Psychology. A survey of the psychological problems involved in personal adjustment, the selection of employees, personal efficiency, advertising, selling, public opinion, propaganda, and crime. Offered in alternate years. Same as Psy 306. Prerequisite, Psy 200.

BE 318-4 Mathematics of Finance. A study of simple and compound interest, annuities, amortization, sinking funds, bond valuation, capitalization, depreciation, and life insurance. Prerequisite, SM 212. Same as SM 318.

BE 380-2 Office Machines. A laboratory course designed to develop skill in the operation of duplicating and dictating machines, and to afford comprehensive practice in transcribing dictophone dictation. Principles of office organization, and practice, and training in accepted methods of filing. Prerequisite, BE 152 or equivalent.

BE 320-4 Business Law. A study of the fundamental principles of business law, including those underlying the law of contracts, negotiable instruments, sale of real estate and personal property, bailments, agency, and business organizations.

BE 350-2 Personal Typewriting. A course designed particularly for those who wish to learn how to operate the typewriter. The student, at the end of the course, should be able to operate the typewriter as an effective tool for personal and school work.

BE 360-4 Secretarial Science. A course in advanced dictation and transcription. Emphasis on commercially satisfactory quality and quantity of stenographic products. Prerequisite, BE 262 or the equivalent in high school.

BE 361-4 Secretarial Science. A continuation of BE 360.

BE 362-4 Advanced Dictation. Dictation and transcription of letters, articles, speeches, and court testimony. Dictation speed requirement: 120 words per minute for five minutes, transcribed with 95 per cent accuracy. Prerequisite, BE 361.

BE 365-4 Secretarial Practice. Secretarial competency, development of occupational intelligence. Clerical and laboratory practice related to stenographic and secretarial work, including four weeks actual business experience. Prerequisite, BE 361.

BE 375-4 Advanced Accounting. Cost accounting, departmental accounting, branch accounting, consolidated statements, supplementary statements, and analysis and interpretation of financial statements.

BE 466-2 Teachers' Course in Business Education. A study of materials and methods for students who expect to teach business education in high school.

HISTORY

CONSTANTS:

Students of all curricula are required to take SS 102, SS 103, and SS 104.

MINOR:

For a minor in History the following courses in addition to the constants are required:

SS 231, SS 232 American History	8 hours
SS 132, SS 133, SS 134 Modern History	12 hours
An additional course upon recommendation of advisor	4 hours

MAJOR:

For a major in History the following courses in addition to the constant and minor are required:

SS 431 Ancient History	4 hours
SS 432 Medieval History	4 hours
SS 434 English History	4 hours

Electives may be chosen from the following:

SS 331 Latin American History	4 hours
SS 332 History of the Far East	4 hours

DESCRIPTION OF COURSES

SS 102-1 Contemporary History. A study of the important foreign, national, and state news presented in the newspapers and magazines. An attempt is made to acquaint the students with several of the best sources of information on current events.

SS 103-1 Contemporary History. A continuation of SS 102.

SS 104-1 Contemporary History. A continuation of SS 103.

SS 132-4 Modern History (1500 to 1815). A study of history including the expansion of Europe, Renaissance, the Reformation, establishment of parliamentary government in England, American and French Revolutions, and the Napoleonic Era. Political, social, and economic phases are emphasized.

SS 133-4 Modern History (1815 to 1914). The development of Europe from the Congress of Vienna to the first World War. Special emphasis is laid on the causes and events leading to the first World War, in Europe as well as in China, Japan, and Africa.

SS 134-4 Modern History (Since 1914). A study of the first World War, conditions in Europe between the two World Wars and the causes and activities of the second World War in Europe, the Far East, and the Americas.

SS 231-4 American History (1492-1860). American history from the discovery of America to the Civil War.

SS 232-4 American History (1860 to the present). American history from the Civil War to the present with special emphasis on the political, social, and economic phases, and consideration of present-day problems.

SS 331-4 Latin American History. A general study of the development of the Latin American nations from the discovery of America to the present. Prerequisites, SS 231 and SS 232 or SS 132, SS 133 and SS 134.

SS 332-4 History of the Far East. A general study of the development of the most important peoples of the Far east. Special emphasis is placed on their relations with the Occident. Prerequisites, SS 132, SS 133, and SS 134.

SS 431-4 Ancient History (5000 B.C.-500 A.D.). A general study of ancient cultures and nations. Special emphasis is placed on the histories and contributions of Ancient Greece and Rome.

SS 432-4 Medieval History (500 A.D.-1500 A.D.) This course covers the history of Europe from the fall of Rome to the Protestant Reformation.

SS 434-4 English History. A general study of the history of England and the British Empire from their beginnings to the present.

SOCIAL STUDIES

CONSTANT:

Students in the one-year curriculum are required to take SS 140.

MINOR:

For a minor in Social Studies the following courses are required:

SS 200 Principles of Economics	4 hours
SS 201 Applied Economics	4 hours
SS 240 Geography	4 hours
SS 210 Principles of Sociology	4 hours
SS 220 American Government	4 hours

Electives may be chosen upon recommendation of the advisor from the following for a minimum of 24 hours:

SS 215 Rural Sociology	4 hours
SS 315 Social Problems	4 hours
SS 345 Geography of Latin America	4 hours
SS 420 Comparative Governments	4 hours
SS 445 Geography of Europe	4 hours
SS 446 Geography of the Far East	4 hours

A composite major of 56 hours may be made from Social Studies and History upon recommendation of the advisors in those fields.

DESCRIPTION OF COURSES

SS 140-4 Social Studies. A survey of American history with enough of the geographic and social background to enable the student to understand the development of our American ideals. This course is for students in the First Grade Certificate curriculum.

SS 200-4 Principles of Economics. A study of economic facts and principles, theories of price, money, and banking. Not open to freshmen except by permission of instructor.

SS 201-4 Applied Economics. Presupposing a knowledge of elementary economic principles on the part of the student, this course introduces, studies, and criticizes the economic problems and policies of the present day. Prerequisite, SS 200-4.

SS 210-4 Principles of Sociology. A general study of man living in social groups. A brief general study is made of family problems, the race problem, crime, poverty, and other social problems.

SS 215-4 Rural Sociology. Designed to give the student a better understanding of the social and economic problems which exist in village and rural communities. The institutions of home, church, and economic and social organizations are studied from both the local and national points of view.

SS 220-4 American Government. An analysis and interpretation of the political organization for purposes of social progress and control, with the aim to give a preliminary treatment of the complex social structure of the national, state, and local governments.

SS 240-4 Geography. A study of the relationship between human activities and natural environment. The purpose is to give the student a general knowledge of natural environmental conditions throughout the world.

SS 315-4 Social Problems. A general study of the family, recreation, poverty, dependence, population, migration, crime, general social pathology, and related problems. Prerequisite, SS 210.

SS 345-4 Geography of Latin America. Regional and industrial geography of South America, Central America, Mexico, and the West Indies; the influence of climate, drainage, topography, and natural resources on settlement and on economic, social, and political development. Prerequisite, SS 240.

SS 420-4 Comparative Government. This course covers the structure and functioning of the various European governments. Special notice is taken of their influence on American government. Prerequisite, SS 220.

SS 445-4 Geography of Europe. Some of the special problems of Europe today studied in the light of the physiographic and economic background of the continent. Prerequisite, SS 240.

SS 446-4 Geography of the Far East. The economic and social development of eastern Asia, Australia, New Zealand, the East Indies, and the Philippines; distribution of raw materials; potential markets. Prerequisite, SS 240.

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